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ABSTRACT

Partners in Community Leadership is an educational program for rural youth aged 15-18 and adult volunteers that blends youth leadership, community development, and youth-adult partnerships. In addition to sections on program preparation, adult orientation, and facilitator orientation, this handbook contains 10 program modules requiring about 15 hours of involvement. Objectives of the 10 modules are to: (1) understand the basic concepts of the program and feel at ease working together; (2) build a partnership between youth and adults as they prepare to cooperate in the process of community leadership development; (3) understand the local community and how people link with their community; (4) gain a broader perspective of the local community; (5) know local community leaders and the importance of community decision making; (6) provide an opportunity to think about the future of the community; (7) select a project that is achievable within the time available and will address an important community need; (8) learn to develop a plan of action and identify resources to implement the plan; (9) conduct a community project using the knowledge and skills gained from the program; and (10) review what was learned, evaluate and celebrate accomplishments, and discuss future opportunities for the participants. Each module contains an agenda, the session content, and reproducible handouts. Extensive appendices contain various program materials and 27 references. (KS)

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Partners in Community Leadership

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YOUTH AND ADULTS WORKING TOGETHER FOR BETTER COMMUNITIES

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Preface

PARTNERS IN COMMUNITY LEADERSHIP is an educational program with a unique history. It began when the directors of Cooperative Extension Service in the North Central region appointed a Leadership Task Force in the fall of 1987, to address the issue of rural revitalization. This program is the result of a need identified by the task force—to involve youth in decisions affecting rural communities.

The program design team provided the diversity and expertise needed to develop materials to meet the program goals. The team was composed of Roy E. Hougen, state extension specialist, 4-H youth development, Iowa State University; Katey Walker, Ph.D., family resources and public policy specialist, Kansas State University; Elizabeth Templin, Washington County extension educator, 4-H and community resources, University of Minnesota; and Janet Ayres, Ph.D., extension specialist-community and leadership development, Purdue University. Two program assistants contributed their expertise as well: Gayla Randel, Kansas State University, and Corrine Lambert, Iowa State University.

The team researched a variety of existing community leadership programs. These programs emphasized the importance of youth involvement *or* community development, but none explained how to link youth with adults as *partners* in community development. That discovery led to the development of this program.

The program was pilot tested under the name "Youth Community Leadership" in two Midwest communities: Lamoni, Iowa, and Meade, Kansas. The design team then revised the materials, incorporating suggestions from the community participants.

The result is a program with materials that address the issues identified by the design team and built upon by the pilot communities. PARTNERS IN COMMUNITY LEADERSHIP is Youth and Adults Working Together for Better Communities.

Acknowledgements

The design team expresses its appreciation to the following people for their part in developing this program:

- The community of Lamoni, Iowa, and the pilot program participants: Jennifer Adams, Tom Carrall, Barbara Hawley, David Hawley, Julie Henson, Peggy Henson, Amy Hosie, Betty Lou Mann, Ranny Mann, Aaron Robinson, Adam Sandlin, and their evaluation representatives, Connie Blair, Paula Sandlin and Steven Sandlin.
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- The Board of Directors of the NCRCRD for their financial support of this project.
- The reviewers and colleagues who provided guidance, support and assistance throughout the development of this program.

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Introduction to the Program

Purpose of the Handbook

This handbook serves as a guide for implementing PARTNERS IN COMMUNITY LEADERSHIP (referred to as PARTNERS). The materials are written with a focus on community development, youth leadership and youth-adult partnerships. This handbook is for extension staff members who will introduce and manage PARTNERS in local communities. It will also be useful to community leaders who assume partial responsibility for the program as supported by the local extension staff. The PARTNERS program has been pilot tested, reviewed and revised. However, it is appropriate for extension staff to make modifications to the program to meet the needs of the specific audience and local community.

The program materials are divided into seven sections:

1. Introduction to the Program—includes an introduction to the handbook and the program, and explains the background of PARTNERS.
2. Program Preparation—covers the steps in program initiation.
3. Adult Orientation and Training: Working with Youth—contains a presentation outline and materials to help adults work with youth.
4. Facilitator Orientation—describes the techniques and skills required of volunteer(s) who facilitate participant learning.
5. Program Modules—contains the learning sessions for PARTNERS and required supportive materials.
6. Follow-Up—brings the program to conclusion and documents program impact.
7. Appendix—includes materials referred to in the text, key definitions and a master reference list.

Program Overview

PARTNERS IN COMMUNITY LEADERSHIP is an educational program providing opportunities for youth and adults to work as partners in the process of community decision-making for rural revitalization. PARTNERS recognizes that youth have an interest in, as well as a need for, working with adults to improve the quality of life in their rural communities. Youth also have special capabilities, perspectives and energies to offer when working with adults in dealing with issues and decisions that affect them now and in the future.

PARTNERS acknowledges that many youth are leaving their rural communities. If youth are to be encouraged to continue to live in or return to the rural area, they must have an understanding of their community and an understanding of being empowered to influence its future. The learning experience in this program will be valuable wherever the youth choose to live.

PARTNERS defines a community as a place where a group of citizens share a common identity and feeling of belonging, and are willing to volunteer on behalf of the community. For use in this program, "community" is not limited to a geographic area within one boundary, such as a city or township. It includes all areas where daily activities are carried out, such as work, sleep, religious activities and recreation.

PARTNERS is different from existing leadership curricula in that it is based on the following three themes. Each theme is not individually unique, but when put together they form an original program that:

- Focuses on the community development process.
- Involves youth in community leadership and decision-making.
- Encourages youth and adults to form partnerships.

Youth and adults are introduced to the PARTNERS program during the recruitment process and/or by attending orientation sessions. Structured learning experiences are designed to help youth and adults learn about their community and anticipate their future in that community. They select, plan and conduct a community project to learn the process of making their community a better place to live. The learning experiences are organized into 10 units or "modules" that require about 15 hours of involvement, plus the time spent on the community project.

Module 1: The Kick Off

Participants are introduced to the program and get to know one another.

Module 2: Working Together

Participants focus on the strengths and challenges presented to youth and adults working as partners.

Module 3: Getting to Know My Community

Participants look closely at various aspects of the community that affect their lives.

Module 4: Looking at Our Community Today

Participants share their unique perspectives of the community in order to build a broader and more comprehensive view of the community.

Module 5: Knowing Our Community Leaders

Participants meet with community leaders to discover their perspectives on important community issues.

Module 6: Examining Our Community's Future

Participants think about the future of their community and what is important to them. Participants should feel they have a stake in the future of the community.

Module 7: Identifying Our Community Project

Participants select a project that addresses a need or issue in the community.

Module 8: Launching Our Action Plan

Participants develop an action plan to address a community need or issue.

Module 9: Doing Our Community Project

Participants conduct a community project using the knowledge and skills gained from the program.

Module 10: The Lift Off

Participants gather evaluation information, discuss future plans and celebrate accomplishments. Youth participants are challenged to continue community work within existing community organizations, and adult participants are encouraged to pave the way for youth involvement.

Program Benefits

When implementing the PARTNERS IN COMMUNITY LEADERSHIP program, it is important to select a community that is receptive to the input of its youth, and then to properly manage the program. Operating on this basis, a participating community may experience some or all of the benefits listed below.

Benefits for Youth Participants:
- Have a voice in community development.
- Have a greater appreciation for the benefits of living in the community and thus gain a feeling of commitment to the community.
- Understand and become involved in the process of community decision-making.
- Develop leadership skills.
- Gain skills in working with others.
- Accept adults as partners.

Benefits for Youth Organizations:
- Reach potential members.
- Connect community leaders to their organization.
- Build community support, including financial support.
- Work with youth service initiatives or other youth volunteer programs.

Benefits for Adult Participants:
- Develop skills in working with youth.
- Learn how to involve youth as resources.
- Influence the future of the community.
- Accept youth as partners.

Benefits for Adult Organizations:
- Support the PARTNERS IN COMMUNITY LEADERSHIP program as a community service project.
- Introduce youth to the organization for current or future membership.

Benefits for the Community:
- Gain ideas, energies and skills from a traditionally untapped resource.
- Involve local leaders, both youth and adult.
- Address citizen concerns through joint projects.
- Increase the number of youth remaining in rural communities.
- Enhance the community's quality of life.

Benefits for Extension Staff:

- Strengthen community development process skills.
- Reach an audience that may not be accessible through other extension programs.
- Provide an opportunity to do community development programming.
- Enhance extension visibility with community leaders and organizations.

Mission and Philosophy

Mission

The mission of PARTNERS is to provide opportunities for youth and adults to work as partners in the process of community decision-making for rural revitalization. The goals of this program are to involve:

1. Youth, who will...
   Develop citizen leadership skills while addressing community concerns.
   Develop a greater understanding of the benefits of rural communities.

2. Adults, who will...
   Accept youth as valuable resources.
   Develop skills necessary to foster youth leadership competencies.

3. Youth and adults together, who will...
   Develop positive attitudes about working together.
   Work as partners.
   Identify and access community resources for the betterment of the community.

Statements of Philosophy

The following statements were developed by the design team and are integral to the program. Some are documented in research while others are underlying beliefs, values and attitudes of the design team. The statements provide direction for the hopes and expectations of a successful program.

The indicators of a successful PARTNERS program are: (1) changes in attitudes, (2) the development of partnerships, and (3) a feeling by youth participants that they have some influence in decisions that affect them in their community. These statements are the foundation upon which the program is built.

1. **Communities are in a constant process of change.**

   Community members influence and affect change through community action. Youth remaining in or coming back to their home communities are important to the viability of rural areas. Youth will feel ownership of the community through active involvement.

2. **Leadership is vital to the future of rural communities.**

   Strong and focused leadership must be developed and accepted, creative ways to address issues are essential, and risk-taking is critical to problem-solving for the future of rural communities (Campbell 1984).

3. **Investing in human capital is critical to the future of rural communities.**

   Human capital describes the value of the collection of skills, knowledge, and other mental and physical abilities that can be used in productive ways (to earn money or to contribute to personal or community well-being in other ways). The term human capital indicates that these abilities cannot be separated from the person, in contrast to financial or physical capital. Investments in human capital can be made through education, training and health promotion.

4. **There needs to be a sense of community and an understanding of the mutual benefits of contributing to the public good.**

   While the private arena includes one's immediate family and close friends, the public arena includes a diverse set of individuals who share a community. Citizens take an active, on-going responsibility for community decisions, and act to repair and sustain what is shared by everyone (e.g., Main Street, parks, roads, the environment, school systems, health care). These public goods and services are the object of community cooperation for everyone's mutual benefit and for everyone's mutual care (Boyte and Michels 1988).

5. **People get involved in the community to work toward desired benefits.**

   People have a right to benefit from the work they do in the public arena. The desired benefit of one person or group may be in conflict with another's desired benefit, so benefits may need to be negotiated by those involved (Boyte and Michels 1988).

6. **People involved in the public arena need to be accountable.**

   People are responsible for the commitments they have made (Boyte and Michels 1988). Some may have difficulty with follow-through because they don't know how to start or they don't know how to transfer their skills from one situation to another. This can be particularly true of youth who come with ideas, interests and skills. Adults can aid youth in identifying the skills they have to offer and applying their skills to new community situations.

7. **In a democracy, people of all age groups have a right and a responsibility to participate.**

   Equal opportunity in our democracy gives everyone the right to speak, to act and to join. When youth have equal opportunity, they have a voice in decisions (they are heard by adults), they are perceived as capable (they are involved by adults) and they are included in the important decisions (they are connected with adults) (Bussler and Shields 1990). In a democratic society young people have a right and a responsibility to participate in decisions that affect them (Lofquist, *New Designs*, 1989).

8. **Youth want to participate in making their communities a better place to live.**

   For example, a 1980 survey found that 92 percent of youth, ages 14-20 (highest of any age group), wanted to participate in making their communities a better place to live (Conrad and Hedin 1987). A study completed in 1990 involving Iowa teens ages 13-18, found that 75 percent of the respondents believed their input into community decisions was too little (Miller 1991).

9. **Youth from multiple communities working together on a countywide or regional community development project are more likely to develop effective lines of communication and build positive attitudes of cooperation. Youth involvement can make any community a better place to live.**

   School rivalries create an attitude of competition and often divide communities. Opportunities for people from different school districts or towns to work together can create a broader sense of community and a spirit of collaboration.

10. **Youth who have experienced community involvement can be a valuable resource in the prevention of problems that could otherwise require remedial level attention.**

    Youth have valuable insights into why some youth choose to be irresponsible about themselves and their communities. Their insights can be very helpful to communities dealing with social concerns, particularly if those insights prevent problems from developing. "In the human services area we have technologies of remediation with which we try to correct things that have gone wrong. But we have placed little emphasis on shaping a technology of prevention through which we can create better communities" (Lofquist, *Prevention Workbook*, 1989). Prevention is more cost effective than remediation.

11. **Adults and youth need to identify and agree upon some common values and then learn how to work together as partners and benefit from their diversity.**

    Youth and adults are different from one another. The issue is not diversity, because diversity is a fact. The issue is finding the unity and common ground within the diversity, from which they can act (Boyte and Michels 1988).

12. **Youth-adult partnerships can enhance community development.**

    Youth are human resources within the community with ideas and skills to contribute. When youth are accepted as resources, adults and youth can form true partnerships. Mutual respect and trust for one another will be enhanced. "When we choose to do things 'to' youth, youth may see themselves as objects. When we choose to do things 'for' youth, youth may see themselves as helpless. When we choose to do things 'with' youth, youth may see themselves as equals in opportunity" (Bussler and Shields 1990). Viewing youth as community partners has long-term implications for reversing the trend of 25- to 34-year-olds volunteering less time than in previous generations (W.T. Grant Foundation 1988).

13. **Collaborative power, rather than unilateral power, is the focus.**

    Collaboration involves networking and cooperating to meet common goals, rather than having one person dictate the plans and activities (Boyte and Michels 1988).

14. **Community leadership focuses on problem solving in the public arena.**

    Community leaders and citizens work together to analyze issues, identify problems, come to a consensus about what should be done, develop a plan, locate the needed resources, and carry out the actions needed to resolve the problem.

15. **Community development is a sustained, on-going process affecting change in a community.**

    Community development is a process by which citizens of all ages focus on a vision of what their community could be, and build towards that vision. The goal is not a "one shot, quick fix" solution that is rarely sustained over the long-term, but rather a process of continuing involvement.

16. **Leadership skills are best learned through the process of experiential learning.**

    Experiential learning takes place when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity. This "learning by doing" concept provides a sequential process that facilitates learning (Extension Service-USDA 1992).

17. **All communities, as well as individuals involved in the public arena, need to evaluate their progress and results and celebrate the successes.**

    There are no clear right answers to most public problems. Even if there has been careful study and planning, the trial and error method may be the only way to develop a solution. However, it is important to celebrate the *progress* toward the solution as well as the achievement of the solution.

18. **Professionals facilitate and guide the process of community development to help youth and adults find and act on solutions to their own community concerns.**

    This is in direct contrast to the view of professionals as *experts* who *fix* problems *for* the community. In the PARTNERS program, a professional staff person guides community citizens in using their skills and knowledge to find the solutions.

19. **Youth develop a sense of personal worth and competence by performing tasks that contribute to the well being of others.**

    Young people are often not expected to contribute to the well being of the family or the community; social and legal restrictions limit the social contribution of youth (Kurth-Schai 1988). Youth need an opportunity to contribute to society through involvement, cooperation and personal responsibility.

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Program Preparation

Section I focused on the overview, benefits, mission and philosophy of PARTNERS IN COMMUNITY LEADERSHIP. Section II outlines the preparation work.

Role of the Extension Staff

Extension staff communicate and ensure continued focus on the program's mission for the duration of the program. The following provides a more detailed look at the role and responsibilities of extension staff.

- Become familiar with the program mission, the individual parts of the program, the community development concepts, and the time line.
- Obtain the support of the Extension Council/Committee, Extension Administration (i.e. area director or supervisor) and others as needed.
- Select the geographic community for the program.
- Arrange for a youth focus group or steering committee as needed.
- Identify, recruit and orient youth participants.
- Identify, recruit and orient adult participants.
- Serve as or recruit facilitator(s) to guide the participants through program Modules l through 10, including the community project.
- Act as resource and support person.
- Obtain assistance from state extension specialists as needed.
- Devote 10 or more working days to the program over nine to 12 months.
- Conduct and report program evaluations.

A number of these responsibilities are addressed on the following pages.

Determine Extension Readiness

When considering implementation of the PARTNERS program, determine extension readiness by asking these questions:

1. What agreement or disagreement is there with the PARTNERS IN COMMUNITY LEADERSHIP mission and philosophy?

To what extent are extension staff in agreement with the program's mission and philosophy? Extension personnel will be sharing their interest in and commitment to the program with others and involving those who support the mission and philosophy.

2. How can the PARTNERS program be incorporated into current extension programming?

Are extension clientele interested in the implementation of a youth-adult program? Are extension co-workers supportive of the program and the necessary time commitment? Have the extension supervisor and extension advisory board been informed, and are they supportive of the program? Are there 10 or more work days available in the coming year to carry out this program? Sharing the introduction section with these groups may prove helpful in communicating the goals and objectives of PARTNERS, and thus obtaining their support. Review the Plan of Work in Appendix A for program workload (p. 265).

3. Do participants live in one jurisdiction (city or school district) or do they live countywide or in more than one county?

It is important that participants identify themselves as members of the community in which the program is based, and for this reason PARTNERS works well in a city or school district. The program and program activities are based in the identified community, and participants must perceive that they have a stake in the future of this community.

A countywide program with more than one town and/or school district involved is more challenging. For a successful countywide program, participants must feel a strong connection to the county, and have an interest in the future of the larger geographic area. Adult community leaders must be willing to work with community leaders from neighboring municipalities, and understand that they may share a mutual interest.

Consider implementing the PARTNERS program within a single geographic area first. If this is successful, the program could then be repeated working with a larger geographic area (e.g., a county).

Select the Community

It is critical to select a community that is receptive to involving its youth in community decision-making. The following questions can serve as a guide in selecting an appropriate community.

1. To what extent are youth in this community involved in community decision-making?

Conducting a youth focus group is an effective way to identify the interests and concerns of youth about their community and their willingness to be involved in making decisions and taking some action to affect its future. It also provides a way to involve youth in the early stages of the PARTNERS program. Youth should represent the diversity of the community (e.g., gender, 15-18 years of age, race, color, ethnic background and economic circumstance), and be open to new ideas, willing to take risks and respectful of others. They may or may not be members of an existing organization, and they may or may not wish to become a part of the program after the focus group is held.

To conduct a youth focus group, gather together five to 10 teens and ask about their concerns for the community and their interest in PARTNERS IN COMMUNITY LEADERSHIP. Look for a willingness to work with adults, a desire to be heard by adults, and an interest in bettering the community. If the focus group results indicate no interest or concern on the part of youth, the program has little chance of success. (An outline on how to conduct a youth focus group is in Appendix B, p 267.)

2. Is there currently a controversial issue or conflict in the community?

Controversy can, and often does, lead to informed and democratic choices. In fact some controversy may be necessary for change to occur. In communities where controversy is accepted, people can disagree with one another but still respect one another. For example, controversy over a school bond issue may lead to an excellent community development program—educating people about needs vs. resources. A well-designed community development project may actually help draw the community together over a controversial issue.

However, if there is a highly emotional **conflict** going on in a community, such as a teachers' strike, it may be better to wait until that issue is settled because people may not be able to or willing to focus on another community development issue.

The facilitator(s) should maintain a neutral position on controversial issues, but can help participants become involved in addressing the issue.

3. What concerns do adult community leaders have about youth leaving the area?

For PARTNERS IN COMMUNITY LEADERSHIP to be effective, it is important to select a community in which the adult leaders believe that it would be to the mutual benefit of young people and the community to slow the outward migration of youth. Adult leaders must see opportunities for youth in the community, and believe youth can play a part in creating those opportunities.

Sometimes leaders will *say* that youth should remain in the community, but believe that *their children* would have more opportunities and a better quality of life elsewhere. Do such leaders believe in the viability of the community or are they discouraged and encouraging youth to leave? Adults who have little hope for the future of their community will lack energy and motivation for the program, and could negatively influence other participants.

4. To what extent are adult community leaders willing to involve youth in community decisions?

This program focuses the ideas and energies of youth and adults on the community in which they live. However, several adult community leaders must be willing to actively involve youth as partners for the program to be successful. Don't "set up" youth for a negative experience if it is apparent the adult community leaders are not yet ready to involve youth. Rather, educate adults about how youth can work with them in solving community issues, and consider conducting the program at a later time.

5. What kind of support seems to be present that indicates community groups and organizations will provide time and money for the program? Which groups are supportive?

Several adult community leaders must be willing to devote six to 20 hours to the program. Costs will be determined by program activities and meeting locations, among other things (e.g., photocopy expenses, refreshments, module supplies). If a meal with community leaders is selected from the Module 5 activity options, the meal, invitations and related expenses will add to the total cost. Planning for these expenses and locating key community leaders or organizations to assist would be beneficial to both their community work and the program.

Select Program Participants

Before program participants are recruited or selected, a basic understanding of the participant role within PARTNERS must be explained. Plan to choose a workable group of 15 to 25 participants. While a ratio of one youth to one adult fits the philosophy of the program, we have found that adults tend to dominate if there are equal numbers of youth and adults. Therefore we recommend a ratio of two to four youth for each adult participant.

Role of the Program Participants

It is recommended that a group of 15 to 25 youth and adult participants who are willing to learn to work together be selected. Their responsibilities are to:

- Learn about the program through recruitment and orientation.
- Complete Modules 1 through 10, which include:
  - Learning about leadership in the community development process.
  - Identifying and conducting a community project.
  - Evaluating the program process and project.
  - Celebrating the success of learning.
- Commit 15 or more hours to the learning experiences plus time for the community project.

When selecting program participants, choose individuals that represent the community's diversity (e.g., gender, age, race, color, ethnic background and economic circumstance), rather than working with a specific group of people (e.g., youth in the National Honor Society or adults involved with 4-H). The educational aspects of this program can be enhanced when people with diverse backgrounds and experiences come together to learn from one another and to talk about community issues and concerns.

Characteristics of Program Participants

<u>Selecting the Youth</u>

Choose youth who seem to be:

- Open to new ideas.
- Willing to take risks.
- Respectful of others.
- Have a desire to be heard by adults.
- Willing to work with adults to form partnerships.
- Interested in their community and its development.

When identifying youth participants, seek out a diversity of youth. Successful programs seek out youth who are likely to relocate as well as those who are likely to stay in the community following high school.

- School—
  - Students who are identified as student leaders such as athletes, scholars and student organization members (e.g., Future Homemakers of America, FFA, Future Business Leaders of America).
  - Students who are currently not involved in student activities, but who are likely to remain in the community following high school. Ask teachers and school counselors to help you identify these students.
- Community—Boy Scouts, Girl Scouts, 4-H, Junior Achievement, Campfire Inc.
- Religious Organization—Youth group.
- Business—Part-time employees, volunteer workers, Job Training Partnership Act trainees.

Selecting the Adults

Choose adult participants who seem to have attitudes that foster youth involvement, such as:

- Accept youth as valuable resources.
- Relate well with others.
- Respect others.
- Are trustworthy and reliable.
- Are open to new ideas.
- Are willing to take risks.
- Are willing to share power and responsibilities.

Adult participants need to be sensitive toward youth concerns and problems. They should also possess leadership skills and knowledge about community decision-making and processes, as well as a sense of humor. Adult participants who work closely with youth should be seen as role models and mentors. These leaders should have some community experience from which they can share their knowledge with youth participants.

Potential adult participants might be found among these groups:

- Parents, grandparents and other volunteers.
- School personnel—Teachers, career counselors, coaches and youth sponsors (e.g., Future Homemakers of America, FFA, Future Business Leaders of America).

- Community group members—Rotarians, Business and Professional Women, Lions Club, League of Women Voters, Jaycees, Women of Today, 4-H leaders, Parks and Recreation staff, Boy Scout and Girl Scout leaders, Campfire Inc. leaders.
- Religious representatives—Ministers, youth group sponsors, religious leaders.
- Businesspeople—Youth employers, business owners, managers, farmers, agribusiness representatives, chamber of commerce staff.
- Government officials—Mayor, city council members, county commissioners, public officials, military representatives, Job Training Partnership Act staff, youth services staff.
- Others—Probation officers, social workers, foster parents, chemical dependency staff, social services staff, public health staff, nurses, juvenile police officers, judges.

Appendix C provides a list of responsibilities for program participants (p. 275). Use it as a handout during participant recruitment.

Participant Recruitment

Before volunteers are recruited for this program, organize a plan that is time and energy efficient. It should be thought through before the search begins. Here is a list of considerations when planning the recruitment program:

- Look at the community and determine what groups and/or individuals could contribute to the program. Consider the diversity of the community.

- Market the program through available media to elevate interest and awareness among community members. This handbook includes a promotional brochure and fact sheet that describes the PARTNERS IN COMMUNITY LEADERSHIP program. These items can be prepared and distributed to recruit participants, or to inform community members about program goals. Photocopy the brochure to display at strategic locations to encourage interest in the program. Hand out the fact sheet to those seriously interested in the program. There is space on each promotional piece to insert local contact information and state-level extension recognition. Add this information before distributing. An original of the brochure and fact sheet can be found in Appendix D and E respectively (p. 277 and p. 279).

- Inform potential participants about the program through group presentations. A sample group presentation or "youth recruitment" outline can be found in Appendix F (p. 281).

- The pilot communities found that asking adults on a one-to-one basis to be program participants worked best. When recruiting youth, either a group or one-to-one basis works. However, consider that youth are likely to be concerned about who else will be participating.

- Match the recruiting technique to the personal motivation of participants. Once people have been identified, you may find them to be hesitant and need reassurance or motivation. The participants in the pilot communities said they were motivated by:

  - Wanting to accomplish something for the community.
  - Being identified by someone they respected as having potential ability to contribute to the community.
  - Being recognized as part of an important community group (e.g., T-shirt, newspaper article, button).

Initiate the Program

At this point extension staff should be familiar with the program, have extension support, have a specific community in mind for the program, and have a participant recruitment plan. Determine who will provide assistance in carrying out the responsibilities of this program, and when this will begin.

Adult Orientation and Training: Preparing to Work With Youth

An orientation to PARTNERS is very important for the adult volunteers. In nearly all communities, adults (rather than youth) are the established group with power. In order for this program to be successful, adult participants must understand and be supportive of the program's mission, goals and philosophy. A goal of the program is having adults share power with youth. It is critical that this is understood by adult participants prior to the start of the program.

In addition, adults need to learn how to translate their positive attitudes about youth participation into constructive action. Some adults may verbalize attitudes supportive of involving youth as partners, but their actions are not consistent with these attitudes. In fact, some of their actions prevent youth from participating. This orientation will aid the adults in considering their actions and in practicing skills that ensure adult actions that foster youth participation in community decision-making.

Refer to the Adult Orientation and Training section for details (p. 31).

Steering Committee

A steering committee is a group of six to 12 community volunteers (youth and adult, preferably in equal numbers) who:

- Identify a core group of diverse youth and adult community leaders to participate in the program.
- Legitimize the program to the community.
- Provide or locate financial support for the program.
- Organize larger community or multicommunity efforts.

In some communities, the extension staff may already work with individuals or groups who can fulfill one or more of these functions. Form a steering committee to meet the important needs of the program that cannot be fulfilled elsewhere, with a coordinator to guide the committee. More information about the steering committee and coordinator is found in Appendix G (p. 289).

Program Facilitator(s)

The facilitator(s) guides participants in the program to successfully implement group decision-making skill and knowledge (which includes making idea suggestions, encouraging comments from others and generating a group consensus). The facilitator(s) must make a commitment to serve for the duration of the program.

Facilitators for this program should possess group process skills and knowledge of community resources. In addition, these persons would be: considerate, respectful, open, flexible and organized. A commitment of a minimum of 20 hours (one hour to prepare for and one hour to facilitate each of the modules) is required. Additional responsibilities are outlined in Appendix H (p. 291).

It is recommended that one of the facilitators be skilled and have experience in group facilitation. Extension staff may wish to consider serving in this role. Before making this decision, however, extension staff should analyze their facilitation skills and recent experience in working with youth and community groups.

If extension staff choose not to facilitate the modules, then a community volunteer(s) must be recruited to serve in the role of facilitator. It is suggested that a youth and adult co-facilitate the modules. It is important that the extension staff work closely with the facilitators to study the materials included in this handbook and to develop the specific plans for the program. More information about co-facilitating the modules is found in the Facilitator Orientation section (p. 65).

Consider these questions when identifying a potential facilitator(s):

1. Does the person have satisfactory facilitation skills? Has he or she been seen in action? Are references available?

2. What is his or her attitude toward working with youth? What is his or her attitude toward working with adults? Working with a group of youth is different than working with adults. The facilitator must model the partnership behavior sought in this program. A positive attitude and enthusiasm about working with youth and adults will be critical to the success of the program. One way to assess the facilitator is by asking youth if they know and respect the adult.

3. Can he or she make the time commitment to prepare and present each of the 10 modules? It will require at least 20 hours of volunteer time.

The PARTNERS program will have extensive community visibility. It is not a program that should be turned over to volunteer facilitators without orientation to the program and training in facilitation skills. Refer to the Facilitator Orientation section for further details (p. 65).

Program Format

When to Conduct the Program

From the experience of the pilot program, it was found that the program works best during the school year when there are minimal interruptions. One of the pilot communities conducted the program for one hour per week during the school day. The other pilot community conducted the program on weekday evenings.

When starting the program, experienced youth educators (Boyce and Moreland 1990) suggest good times for starting new programs as:

- The second week of school through October 1st, when youth set the pattern for the school year.
- The second and third weeks of January when new things are looked for and accepted.
- The second week after school closes through the third week of June, which is before patterns are set, but after the thrill of being free of school has passed.

They also advise that the following times tend to be bad for youth's schedules:

- The month of May is already full with end of school year activities.
- Summer is busy with family vacations, jobs or summer field work.
- August 15 to the end of the first week of school is busy.
- Thanksgiving through the holiday vacations are also tied up.

The best guide is to pick the option that fits the community. (A youth focus group may provide information about the best time to hold the program for your community.)

Format Options

With this in mind, these formats are suggested:

Option 1: Weekly or Bi-weekly Meetings (minimum time one hour)

These one-module meetings could be held during the school day (if release time is available), after school or in the evening. To build momentum and relationships, do not schedule the program meetings longer than two weeks apart, except for those modules that have community activity assignments between meetings that would mean scheduling them further apart than two weeks.

A brief outline for this option is:	Minimum Time
Module 1: The Kick Off	1 hour
Module 2: Working Together	1 hour
Module 3: Getting to Know My Community	1 hour

(An additional two-to-five hours are needed for My Community Show activity. Allow two or three weeks before Module 4.)

Module 4: Looking at Our Community Today	1 hour

(An additional one to three hours are needed for the Community Leader Interaction activity, which is determined by the selection made in Module 5. Allow two weeks before Module 5.)

Module 5: Knowing Our Community Leaders	1 1/2 hours
Module 6: Examining Our Community's Future	1 hour
Module 7: Identifying Our Community Project	1 hour
Module 8: Launching Our Action Plan	1 hour

Module 9: Doing Our Community Project — Varies

(The amount of time needed to conduct the community project will be determined by the project selected. It can be several weeks or months in length.)

Module 10: The Lift Off — 1 hour

(Schedule this session after completing the community project in Module 9. Additional time for the celebration may be necessary.)

Option 2: Meetings in Two-hour Blocks

Some of the program modules lend themselves to being conducted in longer meetings of two hours in length, except for the community project. For two-hour meetings, it is helpful to plan breaks with refreshments. In the sessions below, meetings can be scheduled weekly or biweekly.

Session	Minimum Time
1: Modules 1 and 2	2 hours
2: Module 3 and begin My Community Show activity	2 hours
3: Small groups work on activity	2-5 hours
4: Module 4 and begin Community Leader Interaction activity	2-3 hours
5: Community leader activity continued	2 hours
6: Module 5	1 1/2 hour
7: Modules 6 and 7	2 hours
8: Module 8	1-2 hours
9: Module 9	Varies

(The amount of time needed to conduct the community project will be determined by the project selected. It can be several weeks or months in length.)

10: Module 10 — 1+ hours

(Schedule this session after completing the community project in Module 9. Additional time for the celebration may be necessary.)

Option 3: Weekend Retreat

This format condenses the PARTNERS IN COMMUNITY LEADERSHIP program into a one and one-half day session, followed by the community project and Module 10 at a later date. The retreat must

be located within the community, or a short drive from the community for the interaction necessary within the community. If the retreat is an overnight experience, plan active recreation for the participants (e.g., swimming party, volleyball game, dance). Also, note that the meal with community leaders in Module 5 (Community Leader Interaction activity) is the only option that would fit into the retreat format.

Day 1:

8:00 a.m.	Registration
8:30 a.m.	Module 1
9:30 a.m.	Break
9:45 a.m.	Module 2
10:45 a.m.	Break
11:00 a.m.	Module 3
12:00 p.m.	Lunch
12:30 p.m.	Community activity (3 1/2-5 hours) in preparation for Module 4
4:00 p.m.	Module 4
5:00 p.m.	Free time
6:00 p.m.	Module 5: Community leader's dinner
8:00 p.m.	Recreational activities or homeward bound

Day 2: (the next day or at a later date)

9:00 a.m.	Module 6
10:00 a.m.	Break
10:15 a.m.	Module 7
11:15 a.m.	Module 8
12:00 p.m.	Lunch
1:00 p.m.	Homeward bound

Day 3: Module 9 - The amount of time needed to conduct the community project will be determined by the project selected. It can be several weeks or months in length.

Day 4: Module 10 - Schedule this session after completing the community project in Module 9. Allow one and one-half hours, plus additional time for the celebration activity. This can be conducted at a time determined by the group.

Regardless of the format option selected, the modules and community activities follow a standard order of events. Suggested time lines to guide program planning are on the following pages.

Program Time Line - Option 1
(weekly or bi-weekly meetings)

The following is a suggested time line for planning and conducting the PARTNERS IN COMMUNITY LEADERSHIP program.

Activity:	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
	Pre-program Planning				Program Modules					Post-program Follow-up		
• Review modules and make adjustments	X											
• Select community	X											
• Hold Youth Focus Group (optional)		X										
• Schedule Program dates, times and locations		X										
• Obtain program finances		X	X									
• Identify facilitator(s)		X	X									
• Prepare brochure; pre-program publicity		X	X									
• Recruit adult participants			X	X								
• Recruit youth participants			X	X								
• Hold Adult Orientation				X								
• Implement program:												
♦ Module 1					X							
♦ Module 2					X							
♦ Module 3					X	X						
♦ Module 4						X						
♦ Module 5						X	X					
♦ Module 6						X	X					
♦ Module 7							X	X				
♦ Module 8							X	X				
♦ Module 9							X	X	X			
♦ Module 10								X	X			
• Conduct evaluations									X	X		
• Submit evaluation summaries to key decision-makers										X	X	

Program Time Line - Option 2
(meeting in two hour blocks)

The following is a suggested time line for planning and conducting the PARTNERS IN COMMUNITY LEADERSHIP program.

	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Activity:	Pre-program Planning				Program Modules					Post-program Follow-up		
• Review modules and make adjustments	X											
• Select community	X											
• Hold Youth Focus Group (optional)		X										
• Schedule Program dates, times and locations		X										
• Obtain program finances		X	X									
• Identify facilitator(s)		X	X									
• Prepare brochure; pre-program publicity		X	X									
• Recruit adult participants			X	X								
• Recruit youth participants			X	X								
• Hold Adult Orientation				X								
• Implement program:												
♦ Module 1					X							
♦ Module 2					X							
♦ Module 3					X							
♦ Module 4					X							
♦ Module 5						X						
♦ Module 6						X						
♦ Module 7						X						
♦ Module 8						X						
♦ Module 9							X	X	X			
♦ Module 10								X	X			
• Conduct evaluations									X	X		
• Submit evaluation summaries to key decision-makers										X	X	

Program Time Line - Option 3
(weekend retreat)

The following is a suggested time line for planning and conducting the PARTNERS IN COMMUNITY LEADERSHIP program.

	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Activity:	Pre-program Planning				Program Modules				Post-program Follow-up			
• Review modules and make adjustments	X											
• Select community	X											
• Hold Youth Focus Group (optional)		X										
• Schedule Program dates, times and locations		X										
• Obtain program finances		X	X									
• Identify facilitator(s)		X	X									
• Prepare brochure; pre-program publicity		X	X									
• Recruit adult participants			X	X								
• Recruit youth participants			X	X								
• Hold Adult Orientation				X								
• Implement program:												
♦ Module 1					X							
♦ Module 2					X							
♦ Module 3					X							
♦ Module 4					X							
♦ Module 5					X							
♦ Module 6					X							
♦ Module 7					X							
♦ Module 8					X							
♦ Module 9						X	X	X				
♦ Module 10							X	X				
• Conduct evaluations								X	X			
• Submit evaluation summaries to key decision-makers									X	X		

Plan for Program Evaluation

Program evaluation is a process of making judgements about the value of an educational program. To make these judgements, evidence of program results must be systematically collected. It is then judged on the basis of specific criteria (Mortvedt 1992).

Reporting the success of extension programs in helping people solve their problems and improve the quality of their lives is important. This task can be made much easier by doing a little extra planning in the beginning of the program. If the needed information is collected throughout the program, it will take less time after completion to cope with report writing and other requests for information about the value of the program.

Programs are evaluated to:

- Determine if program objectives were accomplished.
- Discover what impact the program had on the participants.
  - How did they react?
  - What new knowledge, attitudes, skills and/or aspirations were gained?
  - What practices were adopted or changed?
  - What effect did the program have on individual people, families or the community?
- Provide information for decisions concerning future programming.
  - Should this program be continued, expanded or terminated?
  - What are the implications for future programs?
  - How should program objectives, delivery methods or target audiences be changed?
- Provide program information to key individuals and groups concerned with the effectiveness of the Cooperative Extension Service and/or sponsoring groups (e.g., county commissioners, local advisory groups, legislators, county staff, subject matter specialists, extension administrators, funding agencies).
- Provide information for reports required from county staff, area and state specialists, and administrators.

Data Collection

Planning in advance to meet the needs of the state's evaluating and reporting system will make it easier to conduct the evaluation and prepare the reports. Numbers of persons participating in the program, their age, ethnic background, gender, and the FTE's of staff and volunteer time are almost always essential.

Data to document the program's accomplishments and impacts can be readily collected by:

- Summarizing reflection and application activities at the end of each module. A module summary form has been developed for the facilitator(s) to gather this information.
- Having participants complete the evaluation questionnaires in Module 9.
- Describing the initiation and/or completion of a community project.

Other information to illustrate the program's effectiveness can be shown by:

- Observing the activities and accomplishments illustrated through photographs, slides, videotapes or audiotapes.
- Using the Inventory of Adult Attitudes Toward Youth Participation as a "pre-test" and "post-test" to measure attitude change.
- Having participants complete an evaluation questionnaire after the program, or conducting a telephone interview.
- Preparing case studies of changes in individuals or success stories.

These guidelines and data collection suggestions will help to obtain the necessary information. Additional details are provided in the post-module Follow-Up section (p. 259).

Reporting Results

PARTNERS focuses on these indicators of program impact.

- Knowledge gained.
- Attitudes changed.
- Aspirations changed.
- Decision-making improved.
- Leadership skills practiced.
- Community involvement increased.
- Partnership skills gained.

Although not a primary focus of the program, these additional indicators may also be used to complete county, state and federal reports:

- Leadership skills improved.
- Groups or teams organized.
- Needs or interests articulated.
- Leadership positions assumed.
- Volunteers who recruited other volunteers.
- Volunteers who trained other volunteers.
- Community projects completed.

Some of these impacts will be shown by reporting numbers of people making these changes, or by statistical analysis of pre and post differences in scores of behavior and opinions. Projects can be measured by number completed; estimate a dollar value if feasible.

The federal initiative in Volunteer Development and Management (Extension Service-USDA 1991) currently requests several specific indicators. Review these objectives and data collection suggestions to report to the state contact person under this initiative. PARTNERS may be reported in different categories such as leadership and volunteer development, community development and/or economic development, rural revitalization, 4-H, or within a specific program area.

Inform the Community

It is important to keep the community informed about the current program and the successes of the program. Sharing information with community leaders will ensure that they are not surprised by actions of the group and will promote cooperation among existing and emerging leaders. It can also give the program legitimacy in the community, recognize volunteer participants for their time and contributions, and change the attitudes of community members toward involving youth as partners in community decision-making.

There are several methods for informing the community:

- **Personal Contact.** The best publicity in any program is one enthusiastic person telling another person about the program. Encourage program participants to tell people about the positive aspects of PARTNERS.

- **Public Appearances.** Arrange for group participants to appear and/or present at community meetings and events (e.g., Rotary, Business and Professional Women groups, Women of Today, Jaycees, Lions Clubs). Another option is to have program participants be interviewed on radio or cable TV.

- **News Articles.** Write and submit concise (1 or 2 page) articles for printing or transmitting in local news sources (i.e. newspapers, radio). A quality black and white photograph could be included if it relates to the content of the printed articles. Print options include the following.

    - Press Release—about program activities sent to local newspaper and radio stations *before* the event.

- News Release—covers the event or activity and is released *after* the event or activity is completed. Photographs work well with this type of article.
- Newsletter Article—these articles could either be a press release or news release, this option is mainly limited in distribution as a newsletter goes to a specified audience (e.g., school district newsletter, religious newsletter).

The media work for this program can be done by the extension staff or by a program participant. A sample press release and news article are included in Appendix I and J for your review (p. 293 and p. 295). Editing them before submitting for print or transmission is suggested, as good articles contain information unique to each community.

References

Boyce, Sherry and Richard Moreland. May 1990. *Thoughts on Youth Volunteerism.* Minnesota Cooperative Extension Service, University of Minnesota.

Extension Service-USDA. 1991. *Guidelines for Preparation of Accomplishment Reports.* Washington, D.C.

Mortvedt, Marjorie. 1992. *Program Evaluation.* Cooperative Extension Service, Kansas State University.

Adult Orientation and Training

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Adult Orientation and Training: Working With Youth

Agenda

Purpose: To help adult participants understand the PARTNERS IN COMMUNITY LEADERSHIP program, their relationship to youth in the program, and to develop skills in working with youth.

Objectives:

- Understand the PARTNERS program mission, goals and philosophy.
- Assess attitudes and styles in working with young people.
- Develop and practice skills in working with young people.

Time: One hour and 45 minutes, plus 15 minutes for optional video.

Preparation:

- Arrange for meeting date, time and place.
- Contact potential adult participants and invite them to take part in the orientation and training.
- Become familiar with the agenda for this session and decide how to facilitate the activities.
- Review the Experiential Learning Process explained in the Facilitator Orientation (p. 68). This session and the modules use this model as a teaching/learning technique.
- Photocopy the following handouts, one for each participant.
  - Inventory of Adult Attitudes and Behavior (p. 39)
  - Personal Attitudes About Youth (p. 47)
  - Program Overview (p. 49)
  - Role Play Case Situations for small groups in the activity on Practicing Adult-Youth Interaction (p. 55). (Provide copies of situations only to participants, not the responses. See instructions.)
  - Ages and Stages of Youth (p. 61)
  - Thoughts on Youth Volunteerism (p. 63)
- (Optional) Obtain a copy of the videotape *Youth As Resources, The Power Within.* Check with the county or state 4-H extension office about availability, or see the reference section for ordering information. Have a VCR and monitor available. (This video could also be used in recruiting program participants. It illustrates one program that has been successful in helping youth and adults work together in identifying and implementing community projects.)

- Be prepared to announce the date, time and place of the Module 1 session, which is the first joint meeting of adult and youth participants.
- Before the adult orientation and training meeting begins, select three adults from the audience to participate in the role play activity.

Agenda:

Minutes	Activity
15	**Opening Activity: Working With Youth** Purpose: To become acquainted with other adult program participants. To think about what it means to work as partners with youth and how to deal with some of their concerns relating to youth.
30	**Learning Activity: Inventory of Adult Attitudes and Behavior** Purpose: To have adults analyze their own attitudes about working with youth.
15	**Overview of the PARTNERS Program** Purpose: To learn about and accept the mission, goals and philosophy of PARTNERS IN COMMUNITY LEADERSHIP.
(15)	**(OPTIONAL)** ***Youth As Resources, The Power Within*** Purpose: To see examples of how youth have become involved in communities.
20	**Learning Activity: Practicing Adult-Youth Interaction** Purpose: To practice and apply the concepts of youth being viewed by adults as objects, recipients or resources (i.e., partners).
15	**Learning Activity: Youth and Adult Relationships** Purpose: To think about what it means to work with youth as partners.
10	**Conclusion** Purpose: To answer any questions and announce the date, time and place of the Module 1 meeting, which will include all youth and adult participants.

Orientation Follow-up: Keep the scores from the Inventory of Adult Attitudes and Behavior activity for possible use in program evaluation during the follow-up session, to see if attitudes have changed over the course of this program.

Session Content

Opening Activity: Working With Youth

Purpose: To become acquainted with other adult program participants. To think about what it means to work as partners with youth and how to deal with some of their concerns relating to youth.

Procedure: Have each participant introduce him or herself and mention one *benefit* of working with youth and one *concern* about working with youth. List the benefits and concerns on a chalkboard or newsprint. Save the list to use later in the session.

Learning Activity: Inventory of Adult Attitudes and Behavior

Purpose: To have adults analyze their own attitudes about working with youth.

EXPERIENCE

Provide copies of the *Inventory of Adult Attitudes and Behavior* statements and score sheet (p. 40-42) for each person to complete. After responding to the 24 statements in the inventory, have participants score their own responses.

Tabulate the summaries from the score sheet, listing the number of people who have first, second and third choice for each style. Add the total points for each style. This provides a group profile, not individual styles.

REFLECTION

Hand out pages 43-46 of the *Inventory of Adult Attitudes and Behavior* piece. Review the three styles included in *The Spectrum of Adult Attitudes Toward Young People* (p. 43-44). Point out the comparison of these styles on page 44-45.

APPLICATION

Use some of the discussion questions on page 44 to involve participants in looking at their own community. Distribute copies of the handout *Personal Attitudes About Youth* and discuss these

statements about youth-adult relationships. The adult participants will have a chance to become more familiar with these styles of working with young people when they are involved in the learning activity Practicing Adult-Youth Interaction (p. 55).

Note to Facilitator: William Lofquist uses the term *resources* when describing the contribution that young people can make to communities (or family or organization). In this program, the term *partners* is used to convey the same concept of young people working with adults for shared decision making.

Overview of the PARTNERS Program

Purpose: To learn about and accept the mission, goals and philosophy of PARTNERS IN COMMUNITY LEADERSHIP.

Provide copies of the *Program Overview* for each person. Review the material with the group, highlighting the mission statement, goals, and statements of philosophy. Encourage discussion, comments and questions. It is important that the adult participants believe in the program mission and philosophy in order to be effective group participants and mentors for the youth.

Optional Activity: *Youth As Resources, the Power Within*

Purpose: To see examples of how youth have become involved in communities.

Show the videotape *Youth As Resources, The Power Within.* This provides examples of how youth and adults have worked together successfully in other communities. The following introduction explains how the videotape can be used to stimulate program ideas.

> *"This video shows some results of a program of the National Crime Prevention Council in several communities in Indiana. It differs from the PARTNERS program in that it was conducted in highly populated areas, grant money was available for the projects, and the projects they worked on were of a larger scale than would be expected in this program. However, it does show youth and adults together identifying important needs in their communities and taking some action to deal with them."*

Learning Activity: Practicing Adult-Youth Interaction

Purpose: To practice and apply the concepts of youth being viewed by adults as objects, recipients or resources (i.e., partners).

EXPERIENCE

Demonstrate through a role play how adults might react to youth in a hypothetical situation. (Three people should have been selected prior to the meeting, and each prepared to take one viewpoint and role play that part in front of the group. Use *Case 1* for this purpose.)

REFLECTION

Following the role play, discuss the differences in viewpoints taken by each of the three adults. For example:

- Which one would empower youth? (As defined on page 305.) Why?
- Which would be a *putdown*, giving the idea that adults know all the answers?
- Which would give the impression that youth will benefit in the future rather than make a contribution to the situation now?
- Which is the most desirable viewpoint from the standpoint of this program?

APPLICATION

Following the discussion, divide the participants into groups of three people each (triads). Give each triad a group situation (*Cases 2, 3 or 4*) *without* the suggested responses. Have the participants practice, with each triad member suggesting what might be said if expressing a particular viewpoint. One would respond as if youth were objects, one as if youth were recipients, and one as if youth were resources. You might have one or two of the triads share their experience with the total group and include their suggested responses. Discuss application to the PARTNERS program.

Notice that in two of the cases the adults are advisors to the youth group. Even though adults often find themselves in "superior" positions, they can still accept youth as resources.

Learning Activity: Youth and Adult Relationships

Purpose: To think about what it means to work with youth as partners.

EXPERIENCE

Provide each person with a copy of *Ages and Stages of Youth* and *Thoughts on Youth Volunteerism*. Give participants a few minutes to react to these pieces.

REFLECTION

Discuss the characteristics that apply to youth in a program such as PARTNERS. For example, teenage youth are:

- Thinking and planning for their future.
- Able to do many tasks without adult supervision.
- Wanting to be treated as individuals moving into adulthood.
- Able to assume responsibility.
- Busy.
- Interested in being with their peers.

Refer back to the list of benefits and concerns adults have about working with youth that was completed earlier. Ask the group which concerns are no longer valid and cross them off.

APPLICATION

Below are some discussion questions for the group as they discuss their concerns:

- *"What is the worst thing that could happen? Would it be that bad if it did?"*
- *"Is it a concern for other adults? For youth? Can they be part of the solution?"*
- *"What is the best way to handle the problem?"*
- *"Is it a problem that you can't handle?"*
- *"Who could help you solve it?"*

If the group is having difficulty with a particular concern, ask other participants what they would do, or have done with similar situations. If the group turns to the facilitator for assistance, offer to find a solution if people feel it is important. A challenge and benefit of this program is working out concerns and problems. Be positive!

Suggest that people express their own feelings, without blaming others. Use "I" messages, such as: *"I get frustrated when we don't get our work accomplished," "I can be here only one hour and would like to get this item resolved while I'm here."*

Also discuss the adult-youth relationship as it applies to usage of first vs. full names. In many situations, youth are expected to address adults with the proper title such as Mrs. Smith, Mr. Jones, Ms. Brown, Mayor Anderson, Doctor Meyer, etc. This is especially true in school where students address their teachers as Mr., Mrs. or Miss.

> *"In the PARTNERS program, the working relationship of people treating each other as equals would be better demonstrated if everyone was on a first-name basis. Both youth and adults would use each other's first name or nickname. This may seem awkward at first, especially for those who have a more formal relationship in other situations, where it would still be more correct to use the appropriate prefixes or titles."*

Discuss this idea with the group and try to reach consensus so that this can be mentioned at the Module 1 group meeting.

Conclusion

Purpose: To answer any questions and announce the date, time and place of the Module 1 meeting, which will include all youth and adult participants.

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Inventory of Adult Attitudes and Behavior

An Instrument for Examining the Nature of Adult/Youth Relationships

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(Permission is given to photocopy this instrument for use with small groups only.)

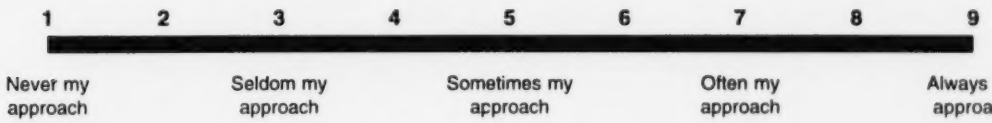
Inventory of Adult Attitudes and Behavior

This inventory is designed to give adults who work with young people an opportunity to consider their approach to their work. It is based upon an assumption that attitudes are closely related to behavior and that by examining attitudes it is possible to make sound decisions about how one can best shape an organization's approach to relating to young people.

The statements below explore various aspects of the processes of planning, operating and evaluating the work of youth focused organizations. To what extent are young people involved in these processes, and how do the attitudes and behavior of adults within the organization affect the relationships of young people to the organization as regards these processes? Young people can participate in using the Inventory by indicating how well the statements describe the approach they see adults in the organization taking. This youth perspective can be quite valuable.

The Inventory includes 24 statements. The respondent is to select a number from the opinion scale and place it in the space provided to the left of the statement. The use of numbers from the lower end of the scale indicates that the statement is unlike the way the respondent approaches things. The use of numbers from the upper end of the scale indicates the respondent uses an approach similar to the statement.

Opinion Scale



Statements

_____ 1. As an adult leader, I engage young people in program decisions when I think this engagement will be a growth experience for them.

_____ 2. It is most appropriate that adults determine what the programs for young people will be.

_____ 3. Young people have a vantage point that is valuable for evaluating the successes and failures of specific programs.

_____ 4. Training programs designed to improve organizational effectiveness should teach adults how to encourage young people to accept the organization's expectations, processes and programs as adults have designed them.

_____ 5. Adults can share carefully selected management roles with those youths who are ready to learn, under close adult supervision, from the experience.

_____ 6. Young people are encouraged to assume leadership responsibility within a youth/adult partnership in carrying out youth programs.

_____ 7. In our organizational decision making, adults should make the decisions.

_____ 8. I believe that allowing young people to participate in organizational roles can open valuable learning opportunities for them.

_____ 9. As an adult leader, I engage young people in making program decisions at the earliest point.

_____ 10. Asking young people to review adult-determined program plans will communicate to the young people that the adults respect them.

_____ 11. Adults are in the best position to evaluate the successes and failures of a specific program.

_____ 12. Training programs designed to improve organizational effectiveness should teach adults how to engage young people's participation in those organizational decision processes that will help the young people learn to make more responsible decisions in real-life situations.

_____ 13. Youth participation can enhance and enrich the various management roles within our organization.

_____ 14. Fewer mistakes are made in carrying out a program for young people if adults perform the leadership roles themselves.

_____ 15. Adults should allow young people to participate in making decisions that will provide learning experiences for them.

_____ 16. I believe that experiences of young people give them a valuable perspective that can become useful in efforts to plan, operate and evaluate the way the organization functions.

_____ 17. As an adult leader, I seldom ask for the opinions of the youth participants when I make program decisions.

_____ 18. If young people are active participants in the planning process of an organization, they can help make the program more relevant to their needs and desires.

_____ 19. Asking the opinions of young people as a part of program evaluation will help them sharpen their thinking and observational skills.

_____ 20. Training programs designed to improve organizational effectiveness should teach adults how to foster young people's participation in decision processes to bring the perspective of young people to bear on improving the organization.

_____ 21. Management roles within our organization, by their very nature, are adult roles.

_____ 22. Allowing young people to assume some leadership roles can help them develop skills for the future.

_____ 23. In our organizational decision making, adults and young people together should make the decisions.

_____ 24. I believe that allowing young people to participate in organizational decision making would mislead them into thinking they can influence matters beyond their control.

Now that you have completed the Inventory, the results can be tabulated by using the form on the next page.

Inventory of Adult Attitudes and Behavior

Scoring Instructions

On the tables below, transfer the numbers given to the statements in the Inventory to the corresponding spaces in each style box. Total the numbers and transfer them to the appropriate places in the Summary box.

Style #1

Statement	Number
2	_____
4	_____
7	_____
11	_____
14	_____
17	_____
21	_____
24	_____
TOTAL	_____

Style #2

Statement	Number
1	_____
5	_____
8	_____
10	_____
12	_____
15	_____
19	_____
22	_____
TOTAL	_____

Style #3

Statement	Number
3	_____
6	_____
9	_____
13	_____
16	_____
18	_____
20	_____
23	_____
TOTAL	_____

Summary

First Choice (highest total)

Style # _____

Total Points _____

Second Choice (next highest total)

Style # _____

Total Points _____

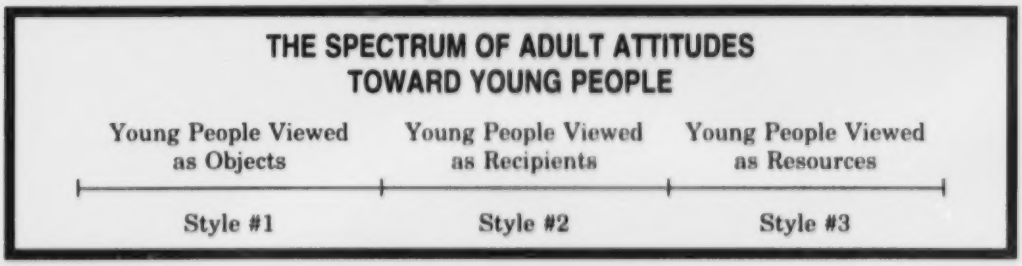
Third Choice (lowest total)

Style # _____

Total Points _____

The Spectrum of Adult Attitudes Toward Young People

The Inventory of Adult Attitudes and Behavior which you have completed identifies three styles or approaches to working with young people. These styles are described below as a Spectrum of Adult Attitudes Toward Young People. Actually, these three styles can be related to any relationship between or among two or more people. Our concern, however, is with relationships between adults and young people within the context of planning, operating and evaluating organizations whose missions are to promote the well-being of young people. You can relate your scores on the Inventory to the three parts of the Spectrum.



Style #1 - Young People Viewed as Objects

Within this part of the attitudinal spectrum there are several postures. One of these, most definitely an extreme, sees young people as the "property" of the adult and serves as a justification for abusive treatment of various kinds. The adult sees little value in the young person except as the young person serves the desires of the adult. As a result, the adult controls the young person to serve whatever interests the adult may have. This may include such behavior as child abuse and the use of young people for pornographic purposes, both of which are criminal behavior.

Less extreme, but within this same part of the spectrum, is the attitude that adults know what is best for young people and see young people as the objects of their good intentions. This is not an uncommon parental attitude, and it also is often seen in adults who work professionally and as volunteers with young people. Within this attitude there is little room for a consideration of what young people think about the design of the program or opportunity. As the adult sees it, the responsibility of the young person is to take advantage of the program or opportunity designed by the adult.

Style #2 - Young People Viewed as Recipients

The emphasis within this part of the spectrum is on young people as the recipients of the benefits of the program or opportunity. This may include youth participation in the design of the opportunity, but the primary emphasis of this attitude of the controlling adult(s) is on how the young person will benefit from participation and not on what the young person has to offer to the design process. The adult is still well in control of the conditions under which the young person participates, but *allows* youth participation because of the *value of the experience* to the young person. This attitude is also based upon the notion that adults know what is best for young people, and may lead one cautiously to begin to open the door to youth participation on the adult's terms. This relationship cannot reasonably be described as an adult/youth partnership, though there is some opportunity for the building of a sense of youth ownership in the outcome of the decisions made.

This attitude demonstrates a concern for preparing young people for the *future* as responsible decision makers.

Style #3 - Young People Viewed as Resources

This attitude is based upon respect for the contribution young people can make to the planning, operation and evaluation of a youth-focused organization (or family or community) in the *present*. It acknowledges that any leadership and decision making roles involved can be shared by adults and young people. This may mean that both young people and adults need to learn the skills and attitudes necessary for shared decision making, and it may require some change in policy and administrative practice within the organization, or perhaps a reformulation of the organization's mission, if there is to be a shift toward this attitude from one of those described above.

Questions for Discussion

1. How do you think the young people of your community generally view youth organizations in the community in relation to the spectrum of adult attitudes and behavior?
2. What are some adult behaviors which would be characteristic of each part of the attitudinal spectrum?
3. What part of the spectrum best describes the manner in which your organization operates? (See the descriptions as laid out on the next page.)
4. What policies, administrative practices, traditions and staff practices support that way of operating?
5. What kind of adult leader attitudes do you think can best pursue the stated mission of your organization?
6. Does this discussion suggest a change from one part of the spectrum to another would be desirable? If so, what kinds of specific steps would be useful to move responsibly in that direction?
7. If a change to another part of the spectrum is not indicated, what are some ways in which your organization might strengthen its current way of working?
8. What are the implications of the spectrum of adult attitudes for the task of creating conditions that promote the well-being of young people in a democratic society?
9. How does the spectrum of adult attitudes relate to efforts to prevent such symptoms as substance abuse, teen pregnancy, child abuse, delinquency, underachievement and other school related problems, suicide, emotional problems, eating disorders and others?

A Comparison of the Three Styles Within the Spectrum

The statements below are taken from the Inventory and organized according to the style they describe. By reading down each column a description of a rather "pure" organizational approach within each style results. By reading across, a comparison of the three styles can be made. There are substantial qualitative differences between and among the styles. This comparison may help organizational leaders, both young people and adults, become more purposeful in the ways they take responsibility for their organization.

Style #1
Young People Viewed as Objects

17. As an adult leader, I seldom ask for the opinions of the youth participants when I make program decisions.

2. It is most appropriate that adults determine what the programs for young people will be.

11. Adults are in the best position to evaluate the successes and failures of a specific program.

4. Training programs designed to improve organizational effectiveness should teach adults how to encourage young people to accept the organization's expectations, processes and programs as adults have designed them.

21. Management roles within our organization, by their very nature, are adult roles.

14. Fewer mistakes are made in carrying out a program for young people if adults perform the leadership roles themselves.

7. In our organizational decision making, adults should make the decisions.

24. I believe that allowing young people to participate in organizational decision making would mislead them into thinking they can influence matters beyond their control.

Style #2
Young People Viewed as Recipients

1. As an adult leader, I engage young people in program decisions when I think this engagement will be a growth experience for them.

10. Asking young people to review adult-determined program plans will communicate to the young people that the adults respect them.

19. Asking the opinions of young people as a part of program evaluation will help them sharpen their thinking and observational skills.

12. Training programs designed to improve organizational effectiveness should teach adults how to engage young people's participation in those organizational decision processes that will help the young people learn to make more responsible decisions in real-life situations.

5. Adults can share carefully selected managements roles with these youths who are ready to learn, under close adult supervision, from the experience.

22. Allowing young people to assume some leadership roles can help them development skills for the future.

15. Adults should allow young people to participate in making decisions that will provide learning experiences for them.

8. I believe that allowing young people to participate in organizational roles can open valuable learning opportunities for them.

Style #3
Young People Viewed as Resources

9. As an adult leader, I engage young people in making program decisions at the earliest point.

18. If young people are active participants in the planning process of an organization, they can help make the program more relevant to their needs and desires.

3. Young people have a vantage point that is valuable for evaluating the successes and failures of specific programs.

20. Training programs designed to improve organizational effectiveness should teach adults how to foster young people's participation in decision processes to bring the perspective of young people to bear on improving the organization.

13. Youth participation can enhance and enrich the various management roles within our organization.

6. Young people are encouraged to assume leadership responsibility within a youth/adult partnership in carrying out youth programs.

23. In our organizational decision making, adults and young people together should make the decisions.

16. I believe that experiences of young people give them a valuable perspective that can be useful in efforts to plan, operate and evaluate the way the organization functions.

This exploration of the Spectrum of Attitudes and examination of the three styles related to it are intended to help identify and clarify these important matters. In the world of reality, however, things are never this clear and distinct. A blurred mixture is probably closer to what happens. For this reason it is useful to have a way to view the complex dynamics of the manner in which organizations operate and people relate to one another. Using the Spectrum for planning the future of your organization and analyzing the ways adults and young people work together within the organization can assist you in becoming more focused and purposeful.

For example, some people may be operating from a position of one style while others are working from another. Clarifying this can be useful in a staff development sense. Or the organization may have practices based upon different styles, creating inconsistencies that cause confusion. Shaping an agreed upon organizational culture around these issues can strengthen the organization.

We would challenge those involved in youth work to examine the ways you and your organization relate to young people, and to take specific steps toward respecting young people as resources. As this view of young people becomes the driving force behind policy, management and practice, we believe youth focused organizations will become more effective.

Lofquist is executive director of Associates for Youth Development, Inc. and editor of NEW DESIGNS for Youth Development. *He lives in Tucson, Arizona. Miller is professor of sociology at Iowa State University in Ames, Iowa. He is actively involved in adapting and applying the Spectrum of Attitudes to the field of youth sports as it relates to athlete/coach relationships. He also serves as associate editor of* NEW DESIGNS for Youth Development.

Personal Attitudes About Youth

The *Inventory of Adult Attitudes and Behavior* helps adults analyze their own style—how they view youth, alternative viewpoints and how they can take a different viewpoint themselves. William Lofquist makes these points about youth-adult relationships:

- The most critical issue in youth development and youth work today is the nature and quality of relationships between adults and young people.
- In general, adult decision-makers are not seen as interested in the opinions of young people.
- Young people are perceived as being more involved in decisions in their own organizations then they are at local, state or national levels. However, a survey of adults who work with youth indicated that all of these levels of involvement were far below what they should be in a democratic society.
- In a democratic society young people have a right and a responsibility to participate in decisions that affect them.

Lofquist, William A. 1989. "The Spectrum of Attitudes: Building a Theory of Youth Development." *New Designs for Youth Development* 9:4. Tucson, AZ: Associates for Youth Development Inc.

Program Overview

PARTNERS IN COMMUNITY LEADERSHIP is an educational program providing opportunities for youth and adults to work as partners in the process of community decision-making for rural revitalization. PARTNERS recognizes that youth have an interest in, as well as a need for, working with adults to improve the quality of life in their rural communities. Youth also have special capabilities, perspectives and energies to offer when working with adults in dealing with issues and decisions that affect them now and in the future.

PARTNERS acknowledges that many youth are leaving their rural communities. If youth are to be encouraged to continue to live in or return to the rural area, they must have an understanding of their community and an understanding of being empowered to influence its future. The learning experience in this program will be valuable wherever the youth choose to live.

Program Mission

The mission of PARTNERS is to provide opportunities for youth and adults to work as partners in the process of community decision-making for rural revitalization. The goals of this program are to involve:

1. Youth, who will...
   Develop citizen leadership skills while addressing community concerns.
   Develop a greater understanding of the benefits of rural communities.

2. Adults, who will...
   Accept youth as valuable resources.
   Develop skills necessary to foster youth leadership competencies.

3. Youth and adults together, who will...
   Develop positive attitudes about working together.
   Work as partners.
   Identify and access community resources for the betterment of the community.

Statements of Philosophy

The following statements were developed by the design team and are integral to the program. Some are documented in research while others are underlying beliefs, values and attitudes of the design team. The statements provide direction for the hopes and expectations of a successful program.

The indicators of a successful PARTNERS program are: (1) changes in attitudes, (2) the development of partnerships, and (3) a feeling by youth participants that they have some influence in decisions that affect them in their community. These statements are the foundation upon which the program is built.

1. **Communities are in a constant process of change.**

   Community members influence and affect change through community action. Youth remaining in or coming back to their home communities are important to the viability of rural areas. Youth will feel ownership of the community through active involvement.

2. **Leadership is vital to the future of rural communities.**

   Strong and focused leadership must be developed and accepted, creative ways to address issues are essential, and risk-taking is critical to problem-solving for the future of rural communities (Campbell 1984).

3. **Investing in human capital is critical to the future of rural communities.**

   Human capital describes the value of the collection of skills, knowledge, and other mental and physical abilities that can be used in productive ways (to earn money or to contribute to personal or community well-being in other ways). The term human capital indicates that these abilities cannot be separated from the person, in contrast to financial or physical capital. Investments in human capital can be made through education, training and health promotion.

4. **There needs to be a sense of community and an understanding of the mutual benefits of contributing to the public good.**

   While the private arena includes one's immediate family and close friends, the public arena includes a diverse set of individuals who share a community. Citizens take an active, on-going responsibility for community decisions, and act to repair and sustain what is shared by everybody (e.g., Main Street, parks, roads, the environment, school systems, health care). These public goods and services are the object of community cooperation for everyone's mutual benefit and for everyone's mutual care (Boyte and Michels 1988).

5. **People get involved in the community to work toward desired benefits.**

   People have a right to benefit from the work they do in the public arena. The desired benefit of one person or group may be in conflict with another's desired benefit, so benefits may need to be negotiated or compromised by those involved. (Boyte and Michels 1988)

6. **People involved in the public arena need to be accountable.**

   People are responsible for the commitments they have made (Boyte and Michels 1988). Some may have difficulty with follow-through because they may not know how to start or they don't know how to transfer their skills from one situation to another. This can be particularly true of youth who come with ideas, interests and skills. Adults can aid youth in identifying the skills they have to offer and transferring their skills to new community situations.

7. **In a democracy, people of all age groups have a right and a responsibility to participate.**

   Equal opportunity in our democracy gives everyone the right to speak, to act and to join. When youth have equal opportunity, they have a voice in decisions (they are heard by adults), they are perceived as capable (they are involved by adults) and they are included in the important decisions (they are connected with adults) (Bussler and Shields 1990). In a democratic society young people have a right and a responsibility to participate in decisions that affect them (Lofquist, *New Designs*, 1989).

8. **Youth want to participate in making their communities a better place to live.**

   For example, a 1980 survey found that 92 percent of youth, ages 14-20 (highest of any age group) wanted to participate in making their communities a better place to live (Conrad and Hedin 1987). A study completed in 1990 involving Iowa teens, ages 13-18, found that 75 percent of the respondents believed their input into community decisions was too little (Miller 1991).

9. **Youth from multiple communities working together on a countywide or regional community development project are more likely to develop effective lines of communication and build attitudes of cooperation. Youth involvement can make any community a better place to live.**

   School rivalries create an attitude of competition and often divide communities. Opportunities for people from different school disstricts or towns to work together can create a broader sense of community and spirit of collaboration.

10. **Youth who have experienced community involvement can be a valuable resource in the prevention of problems that could otherwise require remedial level attention.**

    Youth have valuable insights into why some youth choose to be irresponsible about themselves and their communities. Their insights can be very helpful to communities dealing with social concerns, particularly if those insights prevent problems from developing. "In the human services area we have technologies of remediation with which we try to correct things that have gone wrong. But we have placed little emphasis on shaping a technology of prevention through which we can create better communities" (Lofquist, *Prevention Workbook*, 1989). Prevention is more cost effective than remediation.

11. **Adults and youth need to identify and agree upon some common values and then learn how to work together as partners and benefit from their diversity.**

    Youth and adults are different from one another. The issue is not diversity, because diversity is a fact. The issue is finding the unity and common ground within the diversity, from which they can act (Boyte and Michels 1988).

12. **Youth-adult partnerships can enhance community development.**

    Youth are human resources within the community with ideas and skills to contribute. When youth are viewed as resources, adults and youth can form true partnerships. Mutual respect and trust for one another will be enhanced. "When we choose to do things 'to' youth, youth may see themselves as objects. When we choose to do things 'for' youth, youth may see themselves as helpless. When we choose to do things 'with' youth, youth may see themselves as equals in opportunity" (Bussler and Shields 1990). Viewing youth as community partners has long-term implications for reversing the trend of 25- to 34-year-olds volunteering less time than in previous generations (W.T. Grant Foundation 1988).

13. **Collaborative power, rather than unilateral power, is the focus.**

    Collaboration involves networking and cooperating to meet common goals, rather than having one person dictate the plans and activities (Boyte and Michels 1988).

14. **Community leadership focuses on problem solving in the public arena.**

    Community leaders and citizens work together to analyze issues, identify problems, come to a consensus about what should be done, develop a plan, locate the needed resources, and carry out the actions needed to resolve the problem.

15. **Community development is a sustained, on-going process affecting change in a community.**

    Community development is a process by which citizens of all ages focus on a vision of what their community could be, and build towards that vision. The goal is not a "one shot, quick fix" solution that is rarely sustained over the long-term, but rather a process of continuing involvement.

16. **Leadership skills are best learned through the process of experiential learning.**

    Experiential learning takes place when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to

perform another activity. This "learning by doing" concept provides a sequential process that facilitates learning (Extension Service-USDA 1992).

17. **All communities, as well as individuals involved in the public arena, need to evaluate their progress and efforts and celebrate the successes.**

    There are no clear right answers to most public problems. Even if there has been careful study and planning, the trial and error method may be the only way to develop a solution. However, it is important to celebrate the *progress* toward the solution as well as the achievement of the solution.

18. **Professionals facilitate and guide the process of community development to help youth and adults find and act on solutions to their own community concerns.**

    This is in direct contrast to the view of professionals as *experts* who *fix* problems *for* the community. In the PARTNERS program, a professional staff person guides community citizens in using their skills and knowledge to find the solutions.

19. **Youth develop a sense of personal worth and competence by performing tasks that contribute to the well being of others.**

    Young people are often not expected to contribute to the well being of the family or the community; social and legal restrictions limit the social contribution of youth (Kurth-Schai 1988). Youth need an opportunity to contribute to society through involvement, cooperation and personal responsibility.

Case Situation 1-4, An Activity on Practicing Adult-Youth Interactions

Case 1: Sally is involved in a community project. She has skills in writing letters. She volunteered to write a letter to the Mayor asking for permission to do the group project. It's time for the letter to be written. What do you say or do?

Case 2: You are an adult advisor to a group of teens planning a party. The group has scheduled a planning meeting. You are the only adult and they are looking to you to get the meeting started. What do you say or do?

Case 3: Your group is meeting to work on the project that has been selected. Instead of getting down to business, the teens are flirting and laughing. You don't perceive that business is getting done. A youth is chair of the committee and is not doing anything about the situation. What do you do?

Case 4: You are the adult advisor/group leader for a youth group of about 15 to 20 youth. It is time to plan the program and activities for the new year. The group has some on-going program expectations, but most of the programs and activities are up to the local group to plan and carry out. What do you say or do?

Case Situation 1, An Activity on Practicing Adult-Youth Interactions

Case 1: Sally is involved in a community project. She has skills in writing letters. She volunteered to write a letter to the Mayor asking for permission to do the group project. It's time for the letter to be written. What do you say or do?

Youth as Objects: Have Sally sit down and tell her exactly what she should write. "I'll tell you what to write because I've done this before and I know the Mayor, so just do what I say. I know more about what we want from the mayor than you do." (Adults know best; youth feel put down.)

Youth as Recipients: "I could write this letter, but it will be a good learning experience for you to write a letter to the mayor. If I help you do it this time, you'll know how to do it next time." (Youth will benefit in the future.)

Youth as Resources: "What do you think should go into this letter? What do you want the mayor to do? If you don't know the administrative procedure that the mayor needs to follow, I could help you find that out. How else can I be helpful to you?" (Youth can make a contribution now.)

Case Situation 2, An Activity on Practicing Adult-Youth Interactions

Case 2: You are an adult advisor to a group of teens planning a party. The group has scheduled a planning meeting. You are the only adult and they are looking to you to get the meeting started. What do you say or do?

Youth as Objects: The adult chairs the meeting. The adult has all the ideas and suggestions. The adult says or implies to the youth that they don't have experience doing this so they are not capable of doing it.

Youth as Recipients: The adult puts the agenda on the board, and then goes through each agenda item asking for ideas from the youth. Adult puts some parameters on the kinds of things that can be done (e.g. can't have rap music).

Youth as Resources: "How would you like to plan this party? What do you like to do? How should we pay for this party? In planning events, I have found it helpful to use a guide in planning. Would you like to use it or see it? How would you like to divide up these responsibilities? How can I help?"

Case Situation 3, An Activity on Practicing Adult-Youth Interactions

Case 3: Your group is meeting to work on the project that has been selected. Instead of getting down to business, the teens are flirting and laughing. You don't perceive that business is getting done. A youth is chair of the committee and is not doing anything about the situation. What do you do?

Youth as Objects: The adult yells out above the noise of the group, tells everyone to quiet down and get to work or it will never get done. The youth chair is ignored and specific directions for doing the task are given to the youth.

Youth as Recipients: The adult talks to the chair and tells him/her what to do to get the group to get the work done. The adult makes a list of what the project group should be doing, tells the teens how to do it and assigns committees to show how the work can be accomplished.

Youth as Resources: The adult and the teen chair have a short session to decide how to get the group back on track. They then involve the group in a planning process, setting goals, dates, responsibilities, etc. so everyone is in agreement about the next steps. The responsibility for accomplishment is shared by all of the group members. The adult works with the group but does not continually "check up" on how well everyone is carrying out their role.

Case Situation 4, An Activity on Practicing Adult-Youth Interactions

Case 4: You are the adult advisor/group leader for a youth group of about 15 to 20 youth. It is time to plan the program and activities for the new year. The group has some on-going program expectations, but most of the programs and activities are up to the local group to plan and carry out. What do you say or do?

Youth as Objects: The adult leads the meeting. The adult continually refers to the programs and activities they have had in the past, wants them included again this year—only done even better! The adult expects, and says to the group, that he/she will be the one to give leadership to each program.

Youth as Recipients: The adult outlines the program planning process, gives the youth a limited number of choices to make for each category, then approves or disapproves the suggestions. The attitude is that if the youth learn how to do program planning the correct way now, it will be helpful to them in the future.

Youth as Resources: The adult helps clarify the task to be done. He/she then involves the youth participants by facilitating a way for them to share their ideas about what they want to do and how they want to do it. Youth are involved in being an important part of the decision making process.

Ages and Stages of Youth

Ages 15, 16 and 17

Physical Growth:
- Girl's growth completed, some boys still growing.
- Very concerned about physical appearance.

Thinking:
- Begin to think of the future and make realistic plans.
- Imaginative in creating new ideas.
- Strong need to set own goals, not set by others.
- Can initiate and carry out tasks without supervision.

Social Growth:
- Continues to move away from the family.
- Dating increases.
- Acceptance by members of the opposite sex is now of high importance.
- Wants to belong to the group, but wants to be recognized as a unique individual.
- Teen activity in groups will depend upon their individually set goals.

Emotional Growth:
- Two important goals are independence and identity.
- Important for teen to understand their sexuality.
- Career goals become important.
- Time is very important. Must be asked to do meaningful work.
- Unsettled emotions may cause the teen to be stormy and withdrawn at times.
- Take pride in increased responsibility.

Ages 18 and 19

Physical Growth:
- No longer as preoccupied with body image and body changes.

Thinking:
- Future plans are important.
- Can determine their own schedules to complete tasks.
- Only need general directions when assigned to familiar tasks.

Social Growth:
- Preoccupied with need for intimacy.
- Jobs or school may fill time previously spent in social clubs.

Emotional Growth:
- Feel they have reached the stage of adulthood and expect to be treated as such.

Karns, Jeanne and Judith A. Meyers-Walls. 1988. *Ages and Stages of Child and Youth Development - A Guide for 4-H Leaders.* North Central Regional Extension Publication No. 292.

MINNESOTA EXTENSION SERVICE

UNIVERSITY OF MINNESOTA
ST. LOUIS COUNTY

THOUGHTS
on Youth Volunteerism

VOLUNTEERISM * * * YOUTH DEVELOPMENT

WHAT CAN YOU DO FOR YOUTH TO ENSURE A GOOD EXPERIENCE

- Prepare them for their role. They need a Coach.
- Don't invite them to a meeting unless you are prepared for closure. Teens want to know, "So what."
- Be prepared to reflect with them after the meeting or event—just hang out a little.
- Involve teens, don't use them.
- Give them immediate feedback.
- After an accomplishment, celebrate with them—vary the ways (not always pizza or a "thank you" letter).

ADULTS WHO WORK WITH YOUTH WOULD BE WISE TO

- Tune in to an hour of MTV a week or eat lunch in a school cafeteria or subscribe to a "Teen" magazine.
- Be aware of terms and phrases used by youth. Don't necessarily use them, but be aware.
- Youth need time to check out new environments. They will walk around the room as though looking for traps. Be patient, open and reassuring.
- Listen to yourself as the youth would. "Do you understand?", can mean, "Are you stupid?"
- Most youth are sensitive about their bodies. "Touchy-Feely" games and physical affirmation require a great deal of trust.

HOW DO YOUTH SET PRIORITIES?

- When possible, within the standards of their peer group.
- Usually in keeping with those of schools and parents.
- And those things of great personal value to them. So, tailor the experience to their values.

YOUTH ARE

- Tuned into causes.
- Result oriented. They understand action, not process.
- Short term thinkers. Plans for next quarter, next summer, next year won't keep their interest.
- Hungry for positive feedback. Let them know what they are doing right, why its right and the positive effect.

YOUTH VALUE

Loyalty Respect
Trust Honesty

SPECIAL CONCERNS WHEN YOUTH MEET ADULTS

- Protect the role of youth.
- Make sure the agenda addresses issues they are interested in.
- Role of coach, value the need for reflection with youth, it is essential here.

GETTING ON A YOUTH'S SCHEDULE

Sometimes youth really are too busy, for example:

- @ August 15 to the end of the first week of school is busy. This time is closure for the summer/gearing up for school.
- The month of May—closure for school, parting from friends, proms, finals, band concerts, a wedding or two.
- Thanksgiving through the end of Winter break—youth are as tied up with the holidays as adults, have as many pressures, parties and commitments.
- Mailings to youth schedules to arrive on Saturday are more likely to get their attention.
- All of the above have exceptions—notably if it is a part of the closure experience (summer picnics, etc.). Make it sound like fun with friends, avoid committee meetings.
- Elementary and junior high school youth have different pressures and schedules than high school youth.

A GOOD TIME FOR STARTING

- The second week of school through October 1st, when youth set the pattern for the school year.
- The second and third weeks of January when new things are looked for and accepted.
- The second week after school closes through the third week of June. Before patterns are set, but after the thrill of being free of schools has passed.

ATMOSPHERE FOR SUCCESS WITH YOUTH MEETINGS

- Location: meet at the place closest to school (or in the school) as possible. Preferably where food is available.
- Food is important. Anything over 40 minutes should include munchies. Make it available without strings. Put it on the table, don't make them have to beg or search.
- Good mix of boys and girls, when possible the boys should be older than the girls.
- Set a specific start time, finish time. Then keep to it.
- Be sure there is time for them to talk, to interact with each other.

TOWARD A YOUTH VOLUNTEER INVOLVEMENT

	YOUR ORGANIZATION SHOULD	REMEMBERING YOUTH
IDENTIFY	• Job descriptions that clearly define what a youth will be doing. • State how youth involvement is consistent with your organizational mission.	• Cannot usually make long term commitments. • Need to see their own value.
SELECT	• Have an application specifically for youth. • Allow for immediate involvement. • Have a supervisory system well defined.	• Are "group sensitive" and get part of their self-esteem this way. • Are ready to work, now. • Need a coach.
ORIENT	• To the mission of the organization. • The activities and procedures. • The "do's and don'ts." • To other staff and/or clients. • To the specific value their time and energy will give.	• Need to feel safe. • Need to see the whole, not just isolated parts. • Relate best to people, not programs.
TRAIN	• To the behaviors the job requires. • Demonstrate, allow the youth to participate, identify results positively. • Organization expectations.	• Do not always know their abilities or limitations. • Will say they understand looking for approval, not necessarily because they understand.
UTILIZE	• Don't "use" youth. Involve them in your goals. • Recognize growth and identify potential. • Fit the youth to the job, and help guarantee success.	• Are wonderfully capable people who should be involved, not used. They are results oriented.
RECOGNIZE	• The best recognition is person to person, results oriented. How are things improved? Tell them. • On an equal footing with adult volunteers when possible. • By asking their opinion, taking them seriously.	• Like physical evidence of your praise, something that relates to who they are and what they've done is best. • Need frequent reassurances.
EVALUATE	• By the job done. • By the growth of both the volunteer and the program. • By identifying potential for growth. • Helping youth see the value of their experience for the future.	• Will value the praise or criticism based on their opinion of the supervisor. • Will strive to improve if they can see the desired results clearly.

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Facilitator Orientation

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Facilitator Orientation

This section is written for the facilitator(s) of the program modules who serves as teacher, leader, guide and manager. The facilitator(s) could be extension staff, community volunteers, or a *team* designed to share the responsibilities. Ideally the team would be an adult and a youth. For the program to be successful, the same person or people need to remain as facilitator(s) for the duration of the program. Building the trust that is necessary for the learning to take place takes time, and if a facilitator change occurs, the trust may be lost and the group will need to rebuild that trust again.

Sharing Responsibilities

The job of facilitator involves working with groups to help them learn, grow and accomplish an effective program. Sharing facilitator responsibilities between two people (youth and adult) promotes the "partnership" concept while allowing each to be creative. A benefit of having two people working together is that they complement each other and provide strength in different areas while contributing to a team effort. Sharing the role of facilitator helps to monitor the learning process; while one facilitator is conducting a group activity, the other can listen and observe the group. The second facilitator can identify things the group did not understand before conflicts develop. Having one facilitator conduct the exercise while the other is watching and listening can ensure that the needs of the entire group are being met. Sharing responsibilities of the leadership role helps to prevent burnout during the program. The term "Co-Facilitator" is suggested when there are two or more sharing this role.

The remainder of this section discusses the key facilitator(s) responsibilities and the techniques needed to facilitate the program modules.

Facilitator Responsibilities

Each facilitator will guide the program's participants in learning the knowledge and skills necessary to make group decisions about community development. To guide or facilitate the learning process, the facilitator has a number of responsibilities including:

- Understand the PARTNERS IN COMMUNITY LEADERSHIP program.
- Emphasize the program's mission, goals and philosophy throughout the program.
- Learn about the experiential learning process and how to facilitate these activities.
- Become familiar with the program modules.
- Learn about and follow appropriate facilitating techniques.
- Complete the module summary forms to record evaluation data.

Program Overview

Program Mission

The mission of the PARTNERS program is to provide opportunities for youth and adults to work as partners in the process of community decision-making for rural revitalization. In order for this mission to be accomplished, it is important for the facilitator to:

- Encourage youth and adult partnerships.
- Build leadership skills in both youth and adults.
- Create a greater sense of the connection between youth involvement and the well-being of the community.
- Encourage adults to accept youth as partners in their community.
- Locate and use community resources.

Developing Partnerships

Adults are basically independent and self-motivating, and select those things in which they want to participate based on personal interest. They do things on their own schedule. They also draw from real life experiences, things that they know about first-hand. Their time is limited due to personal commitments of family, work, community responsibilities and everyday activities.

In contrast, youth are traditionally under the authority of adults. Adults determine the time that youth have for school, work, family chores, the activities in which they participate, and even the procedures they follow. Youth have more limited knowledge and

experience, and are primarily dependent upon adults for basic needs (e.g., housing, food, money, transportation). However, young people have many demands on their time as well.

Adults commonly "parent" youth. As a partner with youth, however, adults will learn to listen more intentionally to youth, help them to clarify their ideas, and assist them to be an active partner in the program. Youth can help make decisions today that will affect the future.

In summary, youth and adults are different, but are also similar in many ways. They both like a variety of activities and want to be involved in them. And even though youth are often more likely to accept change than adults, both youth and adults will undergo changes as the program is implemented. Youth and adults need to understand each other so that when the benefits of making the changes are communicated, they will more likely be accepted. Working together to make changes is the desired outcome of the PARTNERS program.

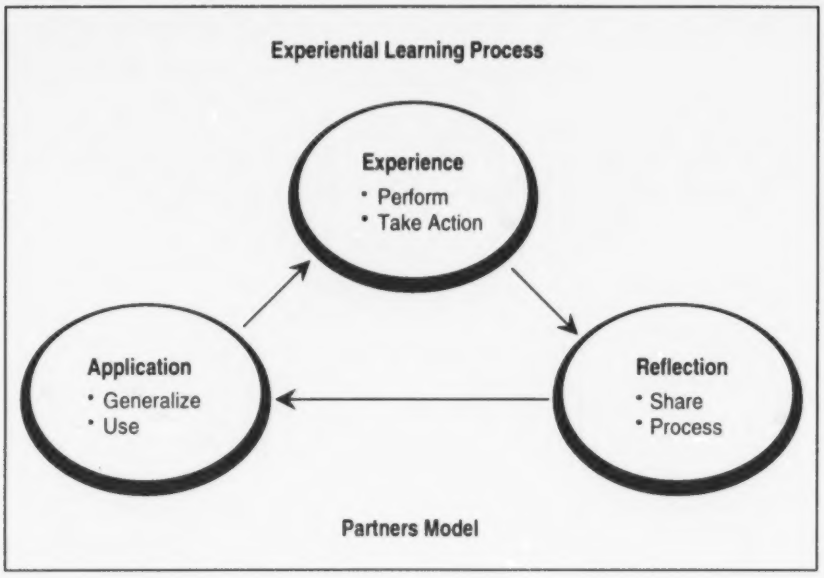
Experiential Learning Process

PARTNERS IN COMMUNITY LEADERSHIP is built on the belief that all participants should take an active role in learning. This is called "experiential learning," or "learning by doing." Experiential learning takes place when a person:

- EXPERIENCES, performs or is involved in an activity.
- REFLECTS or looks back on what took place by sharing and processing.
- APPLIES the new information or ideas by generalizing about the results and using the new information in another activity.

Experiential learning allows the person to select, modify and take responsibility for their own educational activities. This serves two purposes: (1) it provides opportunities for active involvement; (2) it offers a variety of activities and techniques. Together, the quality of learning can be greatly enhanced.

This experiential learning process is diagramed on the following page.



EXPERIENCE

Experiential learning begins by doing a concrete activity (e.g., watching a videotape, interviewing someone, giving a speech or acting out a role play). It could be either an individual or group activity.

REFLECTION

After the experience, reflect upon what happened by talking about it, and sharing reactions and observations. Discussion should be open and allowed to flow freely. Questions should be answered by the group, and new ideas acknowledged. The group should build or process the shared information by identifying the themes, problems or issues that were discovered from the experience and relate them to their own situations. Write them on newsprint or on 3" x 5" note cards, discuss them in small groups or as a panel discussion.

APPLICATION

The newly obtained information or ideas should then be generalized into common truths or trends about the experience (e.g., list key concerns or situations that have issues in common). Once identified, use these items as the focus of further discussion. Apply them in new situations (e.g., individuals might identify how the

new information can change their behavior, or how they can help solve other problems). The acceptance and use of the information is an empowering action.

At this point, the experiential learning process begins anew. The information is applied to other concrete experiences and the process continues. As each experience, reflection and application process is completed, the learning process is repeated, regardless of the behaviors present prior to the experience. Desired outcomes are the result of the application of learned behavior.

(Extension Service-USDA 1992)

Program Module Format

PARTNERS is based on 10 program modules that contain the essential information and tools needed to facilitate the experiential learning process. The format includes:

- **Module Purpose and Objectives**
  The purpose and objectives of each activity are listed to provide focus and clarity to the specific module.

- **Time**
  The amount of time needed to complete each module is stated.

- **Preparation**
  Everything that needs to be completed before the module session begins is listed under preparation. This includes meeting room arrangements, needed materials and equipment.

- **Agenda**
  The agenda provides a list of activities suggested for the module session, including the approximate amount of time to allocate for each item.

- **Opening Activity**
  An opening activity is suggested to get everyone involved in the module in an interesting way. The opening activity relates to the purpose and objectives of the session.

- **Session Overview**
  The session overview states the purpose, objectives and agenda for the meeting. Provide participants with this information by using an overhead transparency, by writing the information on a chalkboard or large piece of paper, or by providing it as a handout.

- **Learning Activity**
  Each module includes one or more learning activities that use the experiential learning process. The components of *experience, reflection* and *application* are noted i. the left hand margin as information for the facilitator. The application may occur during the session, in activities scheduled between sessions, or even in a later session. The learning activities are the heart of each module.

- **Conclusion**
  Conclude each module by reviewing the material covered. Encourage participants to think about and share what they have learned and experienced. If there are assignments for the next session remind participants of their responsibilities. Announce the date, time, place and subject of the next module session.

- **Module Follow-Up**
  The module follow-up is a list of things to do *after* the current module session and *before* the next module session. The facilitator(s) may wish to add to that list. The facilitator(s) may be required to plan, follow through and/or oversee participant activities between modules.

The facilitator(s) will be asked to complete a Module Summary Form following each module session. This form is then submitted to local extension staff for reporting purposes. This information should be compiled for use as program evaluation data.

Techniques for Facilitation

To maximize the learning experience, the facilitator(s) should be especially attentive to the following:

- The Physical Meeting Space
- Needs of the Individual
- Group Dynamics
- Learning Topic
- Group Discussion
- Conflict

The Physical Meeting Space

The facilitator(s) is responsible for setting up the physical meeting space to encourage productivity and group interaction. Suggestions include:

- Select a meeting room large enough to accommodate the group.
- Arrange chairs and tables so people can see and interact with one another.
- Make sure room temperature, lighting and other conditions are comfortable.
- Arrange necessary equipment (e.g., flip charts, overhead projectors, writing paper and pens) to allow equal access by the participants.

Needs of the Individual

The facilitator(s) should be attentive to the needs of the individual.

- Stimulate and nurture the individual to promote learning.
- Allow individuals the freedom to participate at their own pace.
- Help individuals clarify their needs and respect the needs of others.
- Allow and accept everyone's remarks.

Group Dynamics

The dynamics of the group are important to productive learning experiences. The facilitator(s) should help the group learn how to deal with:

- Individuals who disrupt or dominate group discussions.
- Quiet or nonparticipating members. Find ways to involve them in the group in nonthreatening ways.

Involvement is an important part of successful group interaction and can be encouraged in the following two ways:

1. A *dyad* pairs two people together and stimulates interaction and communication. It takes the pressure off one person to carry on a conversation because each participant is more likely to begin talking.

2. A *triad* involves three people in a group and allows more discussion of ideas and comments. However, the group is still small enough that everyone takes part.

Small groups are an effective way to:

- Provide a low-risk environment. Speaking in a smaller group is less threatening than speaking in a larger group.
- Encourage involvement. All group members should take an active part in order for the activity to be most productive.
- Hear other ideas without undue judgements being weighed.
- Promote flexibility. New groups can be organized if conflicts within existing groups occur.
- Establish relationships between and among group members, and to add security to those feeling insecure in the situation.

(Eitington 1989)

The following techniques can assist in promoting group interaction:

Group Composition—Form small groups through some random method (i.e., month of birthday, counting off, etc.) so that people are seated with others they may not know well. Change group members for different activities. It helps to keep people energized and have more chances to meet everyone by the end of the program.

Seating—Arrange the seating where eye contact can be established. Form circles or semi-circles with the chairs or desks depending on the meeting room and its furnishings.

Spokesperson—Use a spokesperson to report the group's findings to others. While this decision should be left up to each group, try to discourage the same people from always taking the lead.

Monitoring—The facilitator(s) should monitor or walk from group to group to determine how things are proceeding. The group may need help keeping to the task, have questions, or need other assistance.

Subject Matter

It is important that the facilitator(s) is knowledgeable about the content of the teaching materials presented in the modules. Reading and studying each of the modules prior to facilitation of the session will help the group keep its focus.

The PARTNERS program has been pilot tested and reviewed. However, it is appropriate for the extension staff to make modifications to the program to meet the needs of the specific audience and local community. If volunteers are facilitating the program, it is important to work with the extension staff in making any changes to the program.

Group Discussions

To lead a successful group discussion, the facilitator(s) should follow these guidelines:

Be Prepared—There is no substitute for being prepared to facilitate the session. Be familiar with the teaching module, then think through step-by-step how to facilitate the group.

Make Introductions—At the first meeting, make sure everyone in the group feels comfortable with one another before beginning. The facilitator(s) should introduce him or herself to the group if they do not know all the participants, and have the group do the same. Be creative and determine a method of introduction that fits the discussion group or topic.

Encourage Participation—The facilitator(s) should not dominate the discussion, but encourage everyone to take an active part in the presentation.

Review What Was Discussed—At the end of the session, review the major concepts that were covered. This could be restating the topics or asking the group to share information. Participants as well as the leader(s) should complete the evaluation and compare the results.

Sometimes groups have a hard time starting a discussion, involving everyone, summarizing, or finding a direction. The following are several comments, group situations and possible phrases to prompt discussion.

To obtain responses from everyone, say or ask...

- *"Let's go around the room and have each person in turn indicate..."*
- *"Say a little more about that."*
- *"Let's hear everyone's ideas and suggestions before we discuss or vote on any one of these?"*
- *"(__insert correct name__), what do you think about..."*

To introduce an activity say or ask...

- *"Let's take a few minutes to brainstorm on..."*
- *"What if we take the next ____ minutes to do __(activity)__ to determine __(task or outcome)__. Does that seem appropriate at this time?"*
- *"How about breaking into __(number)__ groups of three to eight people and taking 20 minutes to discuss __(topic)__ and come up with ideas to share with the group?"*

To guide the groups, say or ask...

- *"What do we need to discuss or take actions on?"*
- *"In what order should we discuss __(topic)__?"*
- *"How should we organize the ____ minutes we have to get the job done?"*
- *"I need help. I'm not sure what would be the best approach to __(topic)__. How should we approach it?"*
- *"I feel the need to set priorities about __(topic)__. I'm afraid we are cutting too much off for ourselves."*
- *"If I heard you correctly, you feel __(topic)__."*
- *"Have you considered __(topic)__?"*
- *"How about __(topic)__?"*
- *"Would it be appropriate to __(topic)__?"*

To redirect group discussions while in small group work, comment...

- *"That may be important to discuss, but the task is to..."*
- *"I may not have explained the task completely, the group is to..."*

To summarize discussion, say or ask...

- *"Good suggestion. Did everyone hear that? How can we develop this for next time?"*
- *"The ideas suggested so far are _____. Where can we go from here?"*
- *"Do we all agree that...?"*

To handle conflict or unacceptable responses, say or ask...

- *"I'm concerned about _____. How does the group feel it should be handled?"*
- *"What is the underlying problem? Concern? Need? How would you suggest we approach this?"*
- *"If I heard you correctly, you feel _____. How does everyone else feel about it?"*

Conflict

Conflict is common in most groups. It can produce desirable or undesirable outcomes depending on how it is dealt with. The following is a list of common group conflicts with possible causes and suggested solutions. A section on conflict resolution follows (Youth Centered Leadership 1977, with permission).

Lack of Participation

Examples:
- Some individuals do not participate.
- Individuals participate only in *fun* activities.

Causes: Members may *not*—
- Understand the objectives or feel secure enough to take risks.
- Have the opportunity, because others dominate activities.
- Be interested in that activity.

Suggested Solutions:
- Include people in the planning.
- Delegate responsibilities to others.
- Offer assistance when needed or provide additional resources.
- Promote an atmosphere of respect for one another.

Failure to Accept Responsibility

Examples:
- Some individuals do not accept the responsibilities designated or volunteered for.
- Some do not fulfill the responsibilities.
- Some do not seem interested in the group.

Causes: Members may—
- Feel insecure about their abilities.
- Have other things to do that are deemed more important.
- Not know what is expected.

Suggested Solutions:
- Make sure everyone understands what is expected.
- Promote the importance of their part.
- Match assignments with the person's abilities.
- Set group standard of "following through."

Maintaining Membership in the Group

Examples:
- Members are dropping out.

Causes:
- Present members may be cliquish.
- The program may not be fulfilling the needs of the members.
- Other programs available in the community may be more attractive.

Suggested Solutions:
- Improve the atmosphere, make it a more friendly place.
- Promote appropriate attitudes in group interactions that are inclusive.
- Determine how members' needs can be better met through the program.
- Publicize the program through local media.

Note to Facilitator(s): Once the program is underway, the group has already formed, relationships have been established, and plans have been made. If new people are included, take time to incorporate them into the group and help them *catch-up* with what has happened.

Lack of Communication

Examples:
- Personal conflicts arise between members.
- Jealousy and turf wars develop in project development.

Causes: Individual may *not*—
- Understand their own motivation or the group's motivation.
- Understand that they have an important part in the group.
- Feel secure and therefore are excessively shy or aggressive.

Suggested Solutions:
- Encourage members to help each other strengthen the communication skills.
- Promote trust and respect in the group.
- Follow the six steps listed below in handling conflicts to work through the problem.

If conflict develops within a group, the following can guide facilitator(s) in responding to the situation. However, different circumstances require different responses, and the facilitator(s) should use his/her best judgement (Dunn 1972).

Step 1: Listen

Step back and listen objectively to all sides. Is it worth intervening to resolve the conflict? If not, let it pass. Accept the fact that people have differences. If it is too important to ignore, then proceed to step 2.

Step 2: Feedback

After listening to both groups, restate what was said. By restating, ("What I heard you say was...Was that correct?"), misunderstandings can sometimes be clarified. If emotions seem to be a problem, move on to step 3.

Step 3: Vent Emotions

Tune in to the feelings of each person involved (e.g., "You seem upset, what's the matter?"). Then all sides listen. The purpose of this step is to vent frustration, get it off your chest. Once emotions have been expressed, rational discussion has a greater chance to prevail. If the conflict is still unresolved, move to step 4.

Step 4: Compromise

Improved communication and vented emotions may not change the conflict. Try a compromise where both parties *win* (e.g. "I can understand your feelings. I will...if you will..."). Compromise recognizes that conflict is not all one-sided. If this doesn't seem to help, move to step 5.

Step 5: Confront with Facts

Present each side with facts. For example, "During the last three months, membership has dropped 70 percent. Something must be done." If the other side argues the facts, ask for a repeat of the facts and what is wanted. This approach minimizes arguments and the exchange of angry feelings. If it still is not settled continue to Step 6, but *only* if everything else fails!

Step 6: Directly Confront—Productively

Let everyone involved know how each side feels. Use "I" statements (e.g. "I didn't like it when...," "I was hurt when...") instead of judgmental "you" statements (e.g. "You aren't listening...," "You are hard to work with..."). Avoid the labels good and bad, right and wrong, or should and shouldn't. Identify what you want to happen (e.g. "I would like an apology for hurting my feelings").

If the confrontation continues, think through the previous steps, (e.g. "What can I live with?" "What compromise can I make?" "Am I understanding their point of view?"). At some point, one of the first six steps may be helpful or provide a breakthrough. Try to build on that.

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Introduction to the Modules

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Introduction to the Modules

PARTNERS IN COMMUNITY LEADERSHIP involves 15 hours of learning experiences plus a community project. These activities are organized into 10 modules. This section includes all 10 modules complete with teaching script, handout originals and masters for overhead transparencies. Each module begins with an overview that lists the module purpose, objectives, time requirements, preparation work, activities and follow-up.

Below is a summary of the supplies and equipment needed for the entire program. Immediately following the list is an overview of the modules. Read through all 10 modules before starting the program. Follow that with an in-depth review of each module immediately before it is taught.

Overview of Module Supplies and Equipment

The facilitators must be sure that all the essential supplies and equipment are available during each module session. You may want to begin collecting these items right away. Program participants will share the responsibility for providing some items for specific activities within some modules.

Refer to the overview page(s) at the beginning of each module to find out exactly what is needed and who is responsible for supplying the items. (This list *does not* include the supplies or equipment needed for the Youth Focus Group, Youth Recruitment Presentation, Adult Orientation Session or Follow-up Session.)

Supplies:

- A map of your community.
- Colored markers.
- Newsprint (or large sheets of paper, 24" by 36" work well).
- Pencils or ink pens.

- Chocolate-covered peanuts, one small bag per person.
- Masking tape.
- Oranges, one per person.
- Money for meal with community leader.
- Nametags (for Module 5, Option 2).
- A road map, a topographical map and a plat book.
- Wadded up pieces of paper with candy inside, one per person.
- Recognition item, one per person (i.e., certificate).
- Kaleidoscope of 10 to 12 small items and a tray on which to arrange them.
- Additional supplies for the community project to be selected in Module 7.

Equipment:

- Meeting room.
- Overhead projector or chalkboard.
- Photocopy machine.
- Extension cord.
- The following as needed for Module 4:
  - Video camera and videotapes.
  - Camera and film (slides and/or prints).
  - Video cassette recorder and monitor.
  - Slide projector and screen.
- Additional equipment for community project.

Overview of the Program Modules

Module 1: The Kick Off

Purpose: To understand the basic concepts of the PARTNERS program and to feel at ease in working with one another.

Objectives:

- Become better acquainted with one another.
- Better understand the PARTNERS program.
- Commit to being a group participant.

Module 2: Working Together

Purpose: To build a partnership between youth and adults as they prepare to work together in the process of community leadership development.

Objectives:

- Become better acquainted with one another.
- Understand and start to apply the youth and adult partnership planning process.
- Establish some *ground rules* for working together.

Module 3: Getting to Know My Community

Purpose: To understand the local community and how people link with their community.
Objectives:

- Identify the different parts of their community.
- Identify how they interact with their community.

Module 4: Looking at Our Community Today

Purpose: To gain a broader perspective of the local community.
Objectives:

- Determine how they view the local community.
- Identify the many aspects of the local community through the "eyes of the camera."
- Gain a broader perspective of the community through others.

Module 5: Knowing Our Community Leaders

Purpose: To enable program participants to get to know their community leaders and the importance of community decision making.
Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Module 6: Examining Our Community's Future

Purpose: To provide an opportunity for participants to think about the future of their community and what is important to them. Participants should feel they have a stake in the future of the community.
Objectives:

- Consider their hopes and fears for the community.
- Create a vision for the community's future.

Module 7: Identifying Our Community Project

Purpose: To select a project that is achievable within the time available and that will address an important need for the future of the community.
Objectives:

- Gain a working understanding of the community development process.
- Identify group needs.
- Identify a community project.

Module 8: Launching Our Action Plan

Purpose: To learn to develop a plan of action and identify resources to implement the plan.
Objectives:

- Develop an action plan.
- Identify needed resources in the community.
- Work as a team when implementing the action plan.

Module 9: Doing Our Community Project

Purpose: To conduct a community project using the knowledge and skills gained from the PARTNERS program.
Objectives:

- Carry out the action plan developed in Module 8.
- Complete a program evaluation questionnaire.

Module 10: The Lift Off

Purpose: To review what was learned, evaluate and celebrate the accomplishments, and discuss future opportunities for the participants.
Objectives:

- Reflect on the community development process, the application to the community project and the youth-adult partnerships.
- Share success stories with the community.
- Celebrate the success of working together.
- Gain recognition for completing the program.
- Discuss future plans of the participants.

Program Conclusion

This program uses a sequence of 10 modules to achieve desired participant outcomes. Several methods of bringing this program to closure can be used and are described in the Follow-Up section.

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Module 1: The Kick Off

Agenda

Purpose: To understand the basic concepts of the PARTNERS program and to feel at ease in working with one another.

Objectives:

- Become better acquainted with one another.
- Better understand the PARTNERS program.
- Commit to being a group participant.

Time: 1 Hour

Preparation:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 89), or by writing them on a chalkboard or large piece of paper.
- Prepare a map of the community and cut apart to make puzzle pieces for the Puzzle Nametag activity.
- Photocopy the Program Fact Sheet (Appendix E, p. 279), one per participant.
- Obtain newsprint, colored markers and straight pins.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
15	**Opening Activity: Puzzle Nametags** Purpose: To learn one another's name, skills and interests so that participants can become a working group.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 1.

15 **Overview of the PARTNERS IN COMMUNITY LEADERSHIP Program**

Purpose: To ensure that participants understand the basic concepts and organization of the PARTNERS program and how they will implement this program in their community.

20 **Learning Activity: Community Diversity**

Purpose: To emphasize that differences among program participants can add strength to the group.

5 **Conclusion**

Purpose: To summarize what was learned in this session; decide on future involvement; and remind participants of the next meeting date, time and place.

Module Follow-up:

- Complete Module 1 summary form and submit to local extension staff.

Session Content

Opening Activity: Puzzle Nametags

Purpose: To learn one another's name, skills and interests so that participants can become a working group.

Procedure: Start with a large map (at least 18" by 24") of your community. This may be a town, county or other geographic area within which the group participants live. Put this map on a large sheet of heavy paper or light-weight poster board and make it into a puzzle, with as many pieces as there are participants in the group. Cut the pieces apart and have each person write the following information on their piece:

- Upper right hand corner—a skill or ability, something they do well.
- Upper left hand corner—a hobby or special interest.
- Lower left hand corner—an activity they have been involved with in their community.
- Lower right hand corner—the name of the community.
- Across the middle—first name and response to the question, "What I hope to get out of this program."

Have participants wear the puzzle piece as a nametag during the meeting, fastening it with a pin or piece of tape. (These nametags will be used for another activity later in the meeting.)

During the adult orientation and training, it was suggested that youth and adults alike use their first name or nickname as they talk to each other in this program. If that was acceptable to the adults, share that with the total group. Mention that it is still proper to use titles and last names (Dr. Smith, Mrs. Jones) in other situations such as school, public meetings, etc.

Divide the participants into groups of three to five people and have them explain their responses on their nametags to one another. Try to have both youth and adults in each group. Explain that their response to the question "What I hope to get out of this program" is their *self-interest* (written in the middle of their nametag). Each person has their own reason for being a member of the group and that is OK. It is helpful to the group, however, if people know each others' self-interest. To be productive, group members should agree on what they want to accomplish together as well. This will come later in the PARTNERS program.

Encourage participants to learn to know one another better throughout the meeting by reading other nametags and sharing responses as they have an opportunity to do so.

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 1.

Share program purpose, objectives and session agenda with the group using an overhead projector with transparencies (provided with this module), or by writing them on a chalkboard or large piece of paper. Tell the group that by the time they leave this session, questions about their further involvement in the PARTNERS program will be answered. (You may ask for questions and list them on the chalkboard or piece of paper, referring back to them at the end of the meeting to be sure they are all answered.)

Overview of the PARTNERS IN COMMUNITY LEADERSHIP Program

Purpose: To ensure that participants understands the basic concepts and organization of the PARTNERS program and how they will implement this program in their community.

Procedure: Review the PARTNERS program with the group. The amount of detail will depend on previous information that participants have received as they were recruited to be a group member, printed information made available to them, and any orientation they may have had. Include the following information in as much detail as necessary:

- Program purpose and objectives.
- Uniqueness of this program; how it is different from other programs on leadership or community development in which they may have been involved.
- Potential benefits to participants and their community (p. 4).
- Specific information about the program (e.g., how many sessions, how long the program will last, the fact that a group project will be part of the program, who will serve as group facilitator[s]).
- Other helpful information.

Remind participants that this is a developmental program, and much of what happens will be a result of the group's decisions and actions as they work together. They are an important part of planning the final program.

Note to Facilitator(s): Most of this information can be found on the fact sheet in Appendix E (p. 279). Copies could be distributed as a basis for your comments. A list of the 10 module titles and purposes would be a good addition to this overview presentation.

Learning Activity: Community Diversity

Purpose: To emphasize that differences among program participants can add strength to the group.

EXPERIENCE

Draw a large circle on a piece of paper to represent a community. Draw several stick-figures inside of the circle. With different colored markers, make the hair style and/or color different on each one (e.g., straight, curly, long, short, bald, black, green, orange). You might want to involve group members in deciding styles or colors, or in actually doing the drawing.

REFLECTION

Discuss this diagram with the group, asking the following questions.

- *"What are the similarities with these figures?"* (e.g., all represent people, all are in the same group).
- *"What is different?"* (e.g., hair styles and colors, size, expression).
- Explain: *"We are all different. We not only have different hair styles, but we differ by religion, age, gender, economic status, education, etc. As individuals, we are not going to change these things just because we are in the same group. But we can work together. We can find out what we have in common, what we want to change and improve in our community. In our PARTNERS program, one obvious difference among us is age. We have both youth and adults, the young and the not-so-young. This can be a strength to our group. Our challenge is to use the strengths of youth and the strengths of adults to complement one another and result in a better program than if the group were all youth or all adults."*

APPLICATION

Ask participants what strengths each age group brings to the situation. List these on the chalkboard or a large piece of paper. For example, youth may bring energy, a concern for their future, creativity, enthusiasm, and a first-hand experience of how youth are or are not involved in decisions that affect them. Adults may bring experience, knowledge of people, knowledge of past happenings, a concern for the future of their community, and access to resources.

Have participants take their puzzle nametag pieces and put them together to form a map of their community. Mount this on a wall or lay it on a table. Make the following points:

- Each person in the group is different and unique.
- Each person has skills, interests and experiences to contribute.
- When everyone works together, the community can be a better place because of the strength of diversity—the different skills and interests that each person brings to the group that makes it more effective and more productive.
- Youth and adults working together will be more effective than either group working alone.

Conclusion

To summarize what was learned in this session; decide on future involvement; and remind participants of the next meeting date, time and place.

If the group members have any unanswered questions about the PARTNERS program, respond immediately or get back to them with an answer. Encourage everyone to continue their involvement, but provide an opportunity for persons to choose not to be a group participant if that is their decision. It is better to decide now to not continue in the program than to be an uncooperative or uninterested group member, or to drop out later in the program.

Module 1

Purpose:

To understand the basic concepts of the PARTNERS program and to feel at ease in working with one another.

Module 1

Objectives:

- Become better acquainted with one another.
- Better understand the PARTNERS program.
- Commit to being a group participant.

Module 1

Agenda:

- Opening Activity: Puzzle Nametags
- Session Overview
- Overview of the PARTNERS IN COMMUNITY LEADERSHIP Program
- Learning Activity: Community Diversity
- Conclusion

Summary Form

Module 1: The Kick Off

Date: _____

Name of Facilitator(s): _____

After completing Module 1, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 1 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 2:
Working Together

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Module 2:
Working Together

Agenda

Purpose: To build a partnership between youth and adults as they prepare to work together in the process of community leadership development.

Objectives:

- Become better acquainted with one another.
- Understand and start to apply the youth and adult partnership planning process.
- Establish some *ground rules* for working together.

Time: 1 hour and 10 minutes

Preparation for the Module:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 103), or by writing them on a chalkboard or large piece of paper.
- Select activity directions from the options provided for Autograph Bingo. Adapt as necessary to fit the situation. Photocopy the Autograph Bingo sheet, one per participant (p. 107).
- List the Ground Rules on a large piece of poster board, a large sheet of paper or with an overhead projector and transparencies (p. 106). The rules themselves are sufficient, without the explanation.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
15	**Opening Activity: Autograph Bingo** Purpose: To learn one another's name and some interesting facts about fellow participants.

5 **Session Overview**
Purpose: To review the purpose, objectives and agenda for Module 2.

30 **Learning Activity: Fish Bowl**
Purpose: To help youth and adult participants better understand and respect one another and develop a working relationship in the PARTNERS program.

15 **Learning Activity: Ground Rules**
Purpose: To establish *ground rules* to help participants feel comfortable and productive as a group member.

5 **Conclusion**
Purpose: To respond to any questions about this session and remind everyone of the next meeting date, time and place.

Module Follow-up:

- Complete Module 2 summary form and submit to local extension staff.

Session Content

Opening Activity: Autograph Bingo

Purpose: To learn one another's name and some interesting facts about fellow participants.

Procedure: Give each person an Autograph Bingo sheet and a pencil. Decide which option to use and explain the rules. Have participants sign each other's Bingo sheets in squares that have items with which they identify. Depending on the size of the group, each person should sign each sheet only once or twice, etc. Try to fill all the squares with names.

Select one of the following alternatives:

Alternative 1—As soon as someone has a row completed (horizontal, vertical or diagonal), or the entire sheet, they yell "Bingo" and win.

Alternative 2—Every square must have the name of both a youth and an adult. Follow directions for Alternative 1.

Alternative 3—Have participants get one name in every square. The leader calls out a name that he or she has in one of the squares, for example, "John likes to garden." Everyone who has John on their sheet, in any square, puts an "X" in that square. The person whose name was called, John in this example, calls the name of a person in another square, along with that characteristic. Again, anyone who has that name puts an "X" in that square. Continue until someone has a row completed (or the entire sheet). They yell "Bingo" and win.

Alternative 4—Every square must have the name of both a youth and an adult. Follow the directions from Alternative 3. If either the youth or adult is named in a square, persons can put an "X" in that square.

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 2.

Share program purpose, objectives and session agenda with the group using an overhead projector with transparencies (provided with this module), or by writing them on a chalkboard or large piece of paper.

Learning Activity: Fish Bowl

Purpose: To help youth and adult participants better understand and respect one another and develop a working relationship in the PARTNERS program.

EXPERIENCE

Youth and adults will be in the "fish bowl" by groups. One group will be inside with the other observing, and then they will trade places. Start with the young people in the "fish bowl." Have them sit in a circle in the center of the room with the adults forming a circle around the outside of the youth. Provide the following instructions:

"I am going to ask the youth some questions. Adults, your role is to listen carefully to what is said. DO NOT SPEAK and DO NOT REACT to statements made by the youth, but LISTEN to what is said. After the young people have had a chance to be in the middle, we will switch places and have the adults in the middle."

Ask youth this question and write their responses on newsprint.

"In your opinion, what do adults think about youth?" (Example: Youth don't care what happens in their community. Youth are not capable of determining their own programs or activities. Youth want to be involved in leadership roles. They like to have a good time, but want someone else to plan it for them.)

Ask youth to respond to these questions.

"Which of these responses (to the question of "what adults think about youth") are accurate? Why?"

Ask youth this question and write their responses on newsprint.

"What do youth think about adults?" (Example: Adults don't listen to youth. They think they know what we want. They really do care about what happens to us. Adults would like us to respect them.)

Thank the youth for sharing. Ask the youth and adults to trade places. Give the following instructions to the youth.

> *"This time, I am asking you to please DO NOT SPEAK and DO NOT REACT to statements made by the adults, but LISTEN to what is said."*

Ask the adults the following questions. Write their responses on newsprint.

> *"In your opinion, what do youth think about adults?"* (Example: Adults don't listen to youth. Adults have the right answer. Adults tell us to do things they don't do.)

Ask the adults to respond to these questions.

> *"Which of these responses are accurate? Why?"*

Ask the adults this question and record their responses on newsprint.

> *"What do adults think about youth?"* (Example: Youth are not serious about anything. Youth don't appreciate the value of money. Youth want to make a difference.)

Thank the group of adults for sharing.

REFLECTION

Bring the group back together by forming one large circle with everyone included. Discuss the responses and reactions to what was said and seen. Ask questions such as:

- *"Which responses surprised you? Why?"*
- *"Which responses did you expect? Why?"*
- *"Which responses were similar from youth and adults?"*
- *"Which responses were different from youth and adults?"*
- *"How did you feel in talking about each other (youth about adults, adults about youth) when they were listening and watching?"*
- *"How did you feel about hearing what was being said and you were not to respond?"*

APPLICATION

Ask the group to think about what they have just experienced. Have them respond to this question:

"How can we use these perceptions that youth and adults have of each other as we go through this program?" (Example: We need to listen to each other and try to understand why each person says what they say and acts as they do. We need to use each person's strengths as we work together. We don't have to agree with each other, but we do need to respect each other. We will probably change our ideas of others as we work with them and get to know them.)

Learning Activity: Ground Rules

Purpose: To establish *ground rules* to help participants feel comfortable and productive as a group member.

EXPERIENCE

Explain the importance of having a group atmosphere that encourages openness and honesty. Ground rules help to create this kind of environment. Share the set of ground rules with the group. Tell them that these are *starters* and can be changed or adapted by the group if they feel that is necessary. Briefly explain what is meant by each rule and provide examples. It would be helpful to list these rules on a piece of poster board that could be set up at each meeting as a reminder of what the group has agreed on.

Review the ground rules with the group: (Parsons 1976, adapted)

1. **Accept others.**
   What we share should be what we feel. The more we feel accepted, the more open and honest we will be.

2. **Speak for ourselves.**
   If we speak for ourselves, then others will be more comfortable in saying what they feel.

3. **Avoid put-downs.**
   It is very important that we don't criticize each other seriously or jokingly.

4. **It's OK to pass.**
   If you feel something is too personal, then just say "I pass." You will not be forced to respond.

5. **Expect unfinished business.**
   We are raising a number of issues and will not settle all of them. We are developing skills and learning processes and will not necessarily end up with a "finished product."

6. **You are responsible.**
   Each person is responsible for his or her own learning, participation and growth. We all learn different things from the same experience.

REFLECTION

Ask participants if they have questions or comments about the ground rules and what they mean. If changes are suggested, try to come to a consensus before changes are made. It is important that one or two people do not dominate and "change the rules" to fit their personal desires.

APPLICATION

Remind participants that these ground rules will be posted at each meeting and that it is OK to refer to them or remind other group members of them throughout the PARTNERS program.

Conclusion

Respond to any questions about this session. Remind the group members of the date, time and place of the next meeting.

Module 2

Purpose:

To build a partnership between youth and adults as they prepare to work together in the process of community leadership development.

Module 2

Objectives:

- Become better acquainted with one another.
- Understand and start to apply the youth and adult partnership planning process.
- Establish some *ground rules* for working together.

Module 2

Agenda:

- Opening Activity: Autograph Bingo
- Session Overview
- Learning Activity: Fish Bowl
- Learning Activity: Ground Rules
- Conclusion

Module 2

Ground Rules

1. Accept Others
2. Speak for Ourselves
3. Avoid Put-downs
4. It's OK to Pass
5. Expect Unfinished Business
6. You are Responsible

Autograph Bingo

Find someone who fits the description in the Bingo squares below.

Likes to Garden	Is on a Sports Team	Likes to Learn New Skills	Likes to Build or Construct Things	Has a September Birthday
Likes to Explore History	Has a Dog	Likes to Dance	Is Currently in School	Likes to Read
Born in this Community	Likes to Talk to Groups	FREE	Is Wearing Glasses	Volunteers
Has a Sister	Works for Pay	Likes to Sing	Likes to Draw or Design Things	Has a Relative who Farms
Likes to Walk	Was Born Outside this Community	Likes to Listen	Is Open to New Ideas	Likes to Organize Things

Summary Form

Module 2: Working Together

Date: _____

Name of Facilitator(s): _____

After completing Module 2, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 2 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete.

Module 3:
Getting to Know My Community

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Module 3:
Getting to Know My Community

Agenda

Purpose: To understand the local community and how people link with their community.

Objectives:
- Identify the different parts of their community.
- Identify how they interact with their community.

Time: 1 Hour

Preparation for the Module:
- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 117), or by writing them on a chalkboard or large piece of paper.
- Purchase small bags of candy coated peanuts for the opening activity.
- Acquire a large map of the community or large sheets of newsprint to draw the community, colored stickers and masking tape.
- Read Module 4 and be prepared to present the learning activity to be done *before* the next meeting.
- Photocopy the handout titled My Community Show Guidelines (p. 121), one per participant.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
10	**Opening Activity: The Candy Activity** Purpose: To illustrate different aspects of the community like *layers* of candy.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 3.

40 **Learning Activity: Mapping My Community**
Purpose: To identify the many parts of the local community by having participants "map" where they have gone in the community during the last week. To think about how they are tied to the community.

5 **Conclusion**
Purpose: To summarize what was learned in this session and remind everyone of the next meeting date, time and place.

Module Follow-up:

- Complete Module 3 summary form and submit to local extension staff.
- Follow through with My Community Show assignment, offering assistance as requested by participants.
- Reserve the appropriate equipment for participants to present their Community Show at the Module 4 session.

Session Content

Opening Activity: The Candy Activity

Purpose: To illustrate different aspects of the community like *layers* of candy.

Procedure:

- Give each participant a small bag of candy coated peanuts.
- Ask participants to open their bag and take out one piece of candy.
- Ask them to describe what they see (e.g., oval-shaped, red, yellow).
- Then ask them to bite it in half and describe what they see (e.g., a ring of chocolate, half a peanut).
- Make the following comments:

  "This candy is like a community. On the outside you can see what it looks like—the community is small and well-kept" (use other words here to describe your community). *"But when you look deeper, there are many things in a community that you don't see from the outside. There are strong family ties and friends. There are places to work and to have fun"* (use other descriptions of your community here). *"These are the things in a community, like the peanut in the candy, which gives it richness and value. These are the things that we will be looking at during this session and next. Just like the good-tasting peanut buried inside the candy, what are the good things you find in our community?"*

Easterday, Wilda and Bruce McCarley. 1992. *Youth Community Leadership Pilot Program.* Kansas Cooperative Extension Service. Meade, Kansas.

Session Overview

"At the last meeting we learned that..." (review what was learned from the last meeting). *"The purpose of today's session is to help us understand our community and how we are tied to it. We will identify the different parts of our community and how we interact within this area."*

Learning Activity: Mapping My Community

Purpose: To identify the many parts of the local community by having participants "map" where they have gone in the community during the last week. To think about how they are tied to the community.

EXPERIENCE

Put a large map of the town and/or county on the wall. This map can be a professional copy or simply drawn on several pieces of newsprint. (Check with City Hall for a map.) Ask the participants to gather around the map and use stickers or a marker in different colors to identify all the places he or she went during the past week. Additional locations can be drawn on the map if need be. Ask two or more people to place their marks on the map at the same time, as it may take too long with only one person working at a time. Ask the group the following question, listing the answers on newsprint.

"What places do the stickers or marks represent?" (The places may represent school, grocery store, teen hang-out, grandma's house, etc.)

REFLECTION

Ask the following:

- *"What did you discover while doing this activity?"*
- *"Are there differences between youth and adults?"*
- *"What was significant to you?"*

APPLICATION

Give the assignment for the next meeting:

"Some of the things you learned about your community today will be useful in doing the activity for the next meeting. Your special assignment for the next meeting is to prepare a short five to 10 minute video or slide show that is a visual picture of our community. You will be working in groups of five or six people. Your group will need to decide what story you want to tell about our community. You can use slides with narration or videotape with narration or sound. I'll give you some guidelines that can help you put your show together.

"Use your imagination! Decide what pictures best tell the story or show us the community the way you see it. You can include the

surrounding area. Each small group will have the opportunity to present their show to the whole group at the next meeting. Be sure to allow enough time to complete the activity—two to five hours."

Divide the participants into small groups of five to six people with a mix of youth and adults in each group. Ask people to consider the amount of time it will take to do this activity and when they will be available. It may be useful to group people by when they will be available (e.g., Saturday morning or Thursday afternoon).

Give each group a copy of My Community Show Guidelines, and remind them to allow enough time (two to five hours) for this activity. Participants will need to write a script, take pictures, have the film developed (if they are working with slides) and put together a presentation. Each small group will need to let the facilitator(s) know if they will need a slide projector or VCR and monitor for the next meeting.

Conclusion

Summarize what was learned in this session and remind participants to let the facilitator(s) know what equipment will be needed for the next meeting. Remind the group of the next meeting date, time and place. Note that at least two to four weeks are needed between this session and the next.

Module 3

Purpose:

To understand the local community and how people link with their community.

Module 3

Objectives:

- Identify the different parts of their community.
- Identify how they interact with their community.

Module 3

Agenda:

- Opening Activity: The Candy Activity
- Session Overview
- Learning Activity: Mapping My Community
- Conclusion

My Community Show Guidelines

Before you start this assignment, determine your objectives. Do you want to convey general information about your community, or do you want to explain something special about your community? Also consider the date of your next meeting and the deadline for this project. Set up a schedule of when all the things need to be done so you can make good use of everyone's time. Schedule the needed equipment with the facilitator(s) for the next meeting.

Step #1: Thinking Together

Divide into pairs and think about what you can say about your community and what is important to you. Think about how to show others your view of the group objective you've identified. The more ideas, the better! Do you want to develop community pride, feature the quality of life, show community togetherness, and/or point out problems the community should address?

Step #2: Write the Script

Write the script before shooting the pictures to ensure that you have all the necessary photos to portray what you want to say.

Step #3: List the Needed Slides or Video Shots

Look for pictures that will match the key points in your script. Illustrate one major point per slide.

Step #4: Take the Photographs or Shoot the Video

You may find better ways to illustrate your point when you get out with your camera, so be flexible and make changes to make your show better. Get close-up pictures of people whenever possible. For slides, it's a good idea to shoot the picture a couple of times from different angles so you get just the right picture.

Step #5: Select the slides for your show

Look at each slide and ask:

- *"Does this slide help achieve our objectives?"*
- *"Is the slide in focus?"*
- *"Does the slide have good exposure?"*
- *"Are important details large enough to see?"*

Step #6: Practice

Your group can spend some time practicing your presentation.

Summary Form

Module 3: Getting to Know My Community

Date: _____

Name of Facilitator(s): _____

After completing Module 3, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 3 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 4: Looking at Our Community Today

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Module 4: Looking at Our Community Today

Agenda

Purpose: To gain a broader perspective of the local community.

Objectives:

- Determine how they view the local community.
- Identify the many aspects of the local community through the "eyes of the camera."
- Gain a broader perspective of the community through others.

Time: 1 Hour

Preparation for the Module:

- Make meeting room arrangements. Contact each of the small groups to determine what equipment they need to give their community presentations, and make sure the room is large enough to accommodate the equipment.
- Obtain the necessary equipment for the presentations (e.g., slide projector, VCR and monitor).
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 131), or by writing them on a chalkboard or large piece of paper.
- Obtain a kaleidoscope or 10 to 12 small items to arrange on a tray for the opening activity.
- Review the options for the Module 5 activity.
  - If the decision has already been made to do Option 1 (Meal with Community Leaders), prepare and photocopy a list of community leaders.
  - If the decision has already been made to do Option 2 (Interview Community Leaders), prepare and photocopy a list of community leaders (complete with phone numbers), Questions for Community Interviews (p. 161), and Tips for Interviewing (p. 160).
  - If Option 3 (Attend a Community Meeting) has already been selected, prepare and photocopy a list of public community meetings that will occur between the

completion of this module and Module 5 (specifying date, time and place of each meeting) as well as Observations of a Community Meeting (p. 171).

If the group will decide which option will be used during the conclusion of Module 4, prepare all of the above materials prior to the meeting.

- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
5	**Opening Activity: The Community as a Kaleidoscope** Purpose: To illustrate how everyone has a different perspective of the community.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 4
30	**Learning Activity: My Community Show** Purpose: To familiarize participants with the many aspects of their community, to see the community in new ways, and to gain a broader perspective by how others view the community.
20	**Conclusion** Purpose: To summarize what was learned in this session; to plan for the Module 5 activity; to remind everyone of the next meeting date, time and place.

Module Follow-Up:

- Complete Module 4 summary form and submit to local extension staff.
- Make necessary preparations for Module 5. (Note: If the breakfast or luncheon is selected, send out invitations at least two weeks ahead of time.)

Session Content

Opening Activity: The Community as a Kaleidoscope

Purpose: To illustrate how everyone has a different perspective of the community.

Procedure: Select one of the following alternatives.

Alternative 1—Ask participants to look through a kaleidoscope. With a small group, give everyone the opportunity to look through the kaleidoscope. With a larger group, ask five or six people to do this. Have participants describe what they see.

Alternative 2—If a kaleidoscope is not available, arrange 15 to 20 items on a tray (e.g., candy, paper clips, rubber bands). Cover the items so participants do not see them. Remove the cover for 10 seconds and ask the participants to look over the items. Cover the tray and ask participants to write down as many items as they can remember. Ask participants to share with three to four others to see if as a group they can recall all of the items. Summarize by making comments similar to the first exercise.

The difference in this exercise is that each person will see and remember different things. Together, a more complete picture is created. Watch your time so that this exercise takes no more than five minutes.

Summarize by making comments such as:

"Each of us looked through one kaleidoscope, yet each of us saw something different. It is the same in viewing the community. Each of us has a different perception, things we do and don't like about the community. Together we have a more complete picture of the community than any of us would have on our own. Now let's look at how we view our community."

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 4.

Share program purpose, objectives and session agenda with the group using an overhead projector with transparencies (provided with this module), or by writing them on a chalkboard or large piece of paper.

Learning Activity: My Community Show

Purpose: To familiarize participants with the many aspects of their community, to see the community in new ways, and to gain a broader perspective by how others view the community.

EXPERIENCE

Provide five to 10 minutes for each small group to share their visual presentation of the community. Ask each group to introduce the group members, and thank each group when they finish their presentation.

REFLECTION

The purpose of reflection is to provide an opportunity for participants to think about what they have experienced and heard, and to share their thoughts, feelings and concerns with others. After each presentation, ask the following questions, giving participants time to talk about each one before going on to the next:

- *"What did you learn about your community?"*
- *"What are you most proud of in the community?"*
- *"What are things you see that need to be done to improve your community?"*
- *"How did you feel about working together in your small groups?"*
- *"What did you learn about working together (with youth, with adults)?"*

The key to this activity is getting people to talk about their experiences of getting to know their community and working together as adult and youth team members.

APPLICATION

"The things you've learned in this activity will be useful at the next session where you will interact with community leaders. You'll see how your perceptions are similar to or different from their views.

Think about what you learned today and be prepared to ask community leaders what they are proud of in the community or what needs to be improved."

Conclusion

End the Module 4 session by pointing out the differences and commonalities of the presentations. Suggested comments include:

"I heard many of you say that you liked _____ in the community."
"Many of you felt that _____ could be improved."

Plan for the Module 5 activity. Review with the group the three options, and the advantages and disadvantages of each, listed on page 137. Once an option is selected, proceed with the following tasks (appropriate to the option selected):

If the group selects Option 1 (Meal with Community Leaders):

- Determine date, time and place for the meal.
- Arrange for meal preparation and funding of meal costs.
- Prepare and distribute a list of community leaders. Guidelines for selecting and identifying community leaders are found on page 147. Have participants add any additional names they perceive are missing from the list. Determine who will prepare and send the invitations to the community leaders.

If the group selects Option 2 (Interview Community Leaders):

- Distribute the list of community leaders, including leader's phone numbers. Have participants add any additional names they perceive are missing from the list.
- Distribute Questions for Community Interviews (p. 161) and Tips for Interviewing (p. 160), and review the information.
- Because it is important that only one participant interviews a community leader (rather than multiple people interviewing any one leader), ask participants to sign up for the two leaders they would like to interview. Participants should not interview a relative and preferably not someone they know extremely well.

If the group selects Option 3 (Attend a Community Meeting):

- Distribute Observations of a Community Meeting (p. 171).

- Prepare and photocopy a list of public community meetings that will occur between the completion of Module 4 and prior to Module 5 (e.g., City Council, Township Board, County Board of Commissioners, School Board, Planning Commission, Park and Recreation Board). Include the specific date, time and place of each meeting.
- Encourage participants to attend a variety of meetings; you may ask them to sign up for the meeting which they plan to attend. Adults should assist youth in knowing whether prior permission is necessary to attend the meeting. It is a courtesy to let them know you are attending and why.

Thank the group for their work and contributions, and remind them of the next meeting date, time and place. Allow adequate time to prepare for the Module 5 activity.

Module 4

Purpose:

To gain a broader perspective of the local community.

Module 4

Objectives:

- Determine how they view the local community.
- Identify the many aspects of the local community through the "eyes of the camera."
- Gain a broader perspective of the community through others.

Module 4

Agenda:

- Opening Activity: The Community as a Kaleidoscope
- Session Overview
- Learning Activity: My Community Show
- Conclusion

Summary Form

Module 4: Looking at Our Community Today

Date: _____

Name of Facilitator(s): _____

After completing Module 4, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 4 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 5: Knowing Our Community Leaders

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Module 5: Knowing Our Community Leaders

Purpose: To enable program participants to get to know their community leaders and the importance of community decision making.

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Options: There are three program options plus several combinations for this session. The advantages and disadvantages for each option are identified below.

1. **Hold a meal with community leaders.**
   This is the preferred program option because it enables the participants to interact with community leaders. The disadvantage is the time and expense it takes to plan and carry out such an activity.

2. **Conduct individual interviews with community leaders.**
   This enables participants to get to know one or two community leaders, but they will not have the broader picture of community leadership or the group learning that comes from the first option. It is less time consuming and less costly than Option 1.

3. **Attend a community meeting.**
   Participants have the opportunity to see community leaders in action. However, it is a passive activity of observation and participants would not be able to interact personally with the leaders.

If Option 1 is not possible, consider using Options 2 and 3 together. This would give participants a chance to interact with community leaders and see them in a community meeting as well. Another combination would be Options 1 and 3. Participants could interact with community leaders and then observe a meeting either before or after the luncheon. With all options a list of community leaders will need to be developed. Use the Guidelines for Selecting/Identifying Community Leaders (p. 147) to help you identify these leaders.

Module 5, Option 1 - Meal With Community Leaders

Agenda

Purpose: To provide an oppotunity for program participants to get to know community leaders.

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Time: 1 and 1/2 hours for participants, 1 hour for leaders

Preparation:

- At the end of Module 4, determine date, time and place for the meal.
- Arrange for meal preparation and funding for meal costs.
- Identify community leaders with the help of program participants (determined at the end of Module 4).
- Invite community leaders to the meal (see Sample Letter, p. 148).
- Prepare program for the day (see the agenda for meal and program with community leaders, p. 141).
- Photocopy Community Leader Discussion Guide (p. 149), and Community Leader Interest Inventory (p. 150), one per participant.
- After receiving RSVPs, prepare nametags for everyone. Community leaders and program participants should all be addressed as Mr. Smith or Miss Jones (youth as well as adults). Prepare a list of adult community leader participants planning to attend.
- Meet with participants just prior to the meal. Hand out the Community Leader Discussion Guides. Ask participants to sign up to "host" an adult community leader, which means they will greet them at the door, sit with them during the meal, and be the person they interview using the Community Leader Discussion Guide. Discuss the importance of using Mr., Mrs., Miss and Ms. with all the people attending (community leaders, adult participants and other youth participants). This is a sign of respect in a formal setting.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
60	**Learning Activity: Meal and Program with Community Leaders** Purpose: To provide an opportunity for individual and group interaction among the PARTNERS participants and community leaders.
30	**Reflection and Conclusion with PARTNERS Participants** (after community leaders leave) Purpose: To discuss what was learned during this meeting and how it can be applied to the PARTNERS program.

Module Follow-up:

- Complete Module 5 summary form and submit to local extension staff.

Session Content

Learning Activity: Meal and Program with Community Leaders

Purpose: To provide an opportunity for individual and group interaction among the PARTNERS participants and community leaders.

EXPERIENCE

Meet with the community leaders, following the suggested agenda below:

(2 min.) **Welcome and Overview of PARTNERS Program**
A youth and adult should welcome everyone to the meal and give an overview of the PARTNERS program.

(40 min.) **Discussion With Leaders Over Lunch**
Participants and leaders should be seated next to each other at the tables so they can visit. This is an informal time. Questions which the participants might ask leaders are on the Community Leader Discussion Guide.

(15 min.) **Introduction of Community Leaders and Youth and Adult Participants**
Participants stand to introduce and say something about the community leader they talked with over lunch. Community leaders also introduce youth participants to the group.

(3 min.) **Closing Remarks and Adjournment for Leaders**
Youth and adults make closing remarks about the event and thank the leaders for their time and interest in the PARTNERS program. The leaders are excused but the participants remain.

REFLECTION

Go around the room and ask each person to tell who they visited with, their position and what their interest is in the community. The Community Leader Interest Inventory handout will be useful for this activity. Let participants know that being aware of community leaders' interests is an important way to later access community resources to make a project possible (e.g., money, authority, supplies, information). Save this sheet for use in Module 7.

APPLICATION

Ask the following:

"Why do you think community leadership is important?" (Participants may answer that they make decisions, they know how to get things done, they have financial resources, they have authority, etc.)

"How do you see using this information for your project?" (Participants may say that the Mayor was interested in something the group is also interested in, like planting trees or teen health care. Therefore, the mayor could be a resource to access money, information, authority, etc.)

Reflection and Conclusion with PARTNERS Participants

Make summary comments from the discussion regarding community leadership and why it is important. Remind everyone of the next meeting date, time and place.

Module 5

Purpose:

To provide an opportunity for program participants to get to know community leaders.

Module 5

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Module 5

Agenda:

- Learning Activity: Meal and Program with Community Leaders
- Reflection and Conclusion with PARTNERS Participants

Guidelines for Selecting/Identifying Community Leaders

Program participants can best decide who are the community influentials. The list below is a guide to facilitate thinking and planning. When preparing the list, obtain both address and phone number of each leader, as well as their role in the community.

Examples of Formal Leadership Positions:

- President or local manager of major employers in the community (businesses, hospital, etc.)
- Bankers
- Mayor(s)
- City or county council members
- City administrator(s)
- Township board(s)
- School superintendent(s)
- School board members
- County commissioners and school superintendents
- State legislator(s)
- Senator and Representative(s) to Congress from the community
- Ministers, rabbis, priests
- Extension board members
- Newspaper editors

Other Community Leaders:

- Knowledgeable community citizens who are respected by others.
- Leaders who have participated in actual community decisions and/or actions
- Volunteers who are active in community organizations (e.g., Chamber of Commerce, Jaycees, Women of Today, Lions, Rotary, Knights of Columbus).

Sample Letter to Community Leaders

Dear _____,

You have been identified by the PARTNERS IN COMMUNITY LEADERSHIP PROGRAM as an influential leader in our community. Youth in our community have been involved with adults as partners for the past _____ (time period) in studying community issues and concerns.

Youth would appreciate the opportunity to meet with you and learn about your leadership role in the community. You are invited to attend a community leader luncheon (breakfast or dinner) which will be held on _____ (date and time) at _____ (location). We are estimating the meeting will take an hour.

Please RSVP to _____ (name & phone) by _____ (date).

I look forward to visiting with you at the luncheon (breakfast or dinner).

Sincerely,

Extension Staff and Facilitator(s)
(It is suggested that the youth co-facilitator or partner also sign the letter.)

NOTE: Be sure to include a cost if the community leaders need to pay for lunch.

Community Leader Discussion Guide

1. What motivated you to become involved in the community? What are your goals?

2. What do you see this community currently offering youth?

3. I am currently making decisions about my future and where I want to live. From your perspective, why should I consider living in this community after high school?

4. What is your vision for the community's future?

5. What do you believe are the major problems in the community?

6. I am concerned about the problem(s) of _____ in our community (participant identifies a concern).

   A. What do you think about this issue?

   B. Who in this community is working on the problem?

Thank you for your time.

Community Leader Interest Inventory

Use this form following the Community Leader Meal to record information gained during the meeting.

Name of Community Leader	Title/Role in Community	Community Concern
Example: Jane Smith	Mayor	Youth health care

Module 5, Option 2 - Individual Interviews With Community Leaders

Agenda

Purpose: To enable program participants to get to know their community leaders and the importance of community decision making.

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Time: 1 Hour

Preparation:

> **If this option is chosen, the assignment and handouts on interviewing must be given to participants at the end of Module 4. Compile the names, phone numbers and titles of possible community leaders that participants can interview. It is important that only one participant interviews a community leader (rather than multiple people interviewing any one leader). Also, encourage participants not to interview a relative or someone they know extremely well. Ask participants to sign up for the two leaders they would like to interview.**

- Participants are asked to interview at least two (more if desired) community leaders *prior to this session*. The Tips for Interviewing (p. 160) and Questions for Community Leaders (p. 161) handouts should be distributed and discussed at the end of Module 4.
- Follow-up with participants to make sure they have conducted their interviews and to see if there are any problems.
- Schedule a room large enough for the entire group.
- Photocopy the Community Leader Interest Inventory handout (p. 162), one per participant.
- Bring flip chart paper, markers and tape.
- Become familiar with the agenda and program for this session.
- Acquire oranges and napkins for the opening activity
- Determine the next meeting date, time and place.

BEST COPY AVAILABLE

Agenda:

Minutes	Activity
10	**Opening Activity: The Orange Exercise** Purpose: To illustrate how community leaders hold together in a community like the sections of an orange.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 5.
40	**Learning Activity: Report Back on Interviews with Community Leaders** Purpose: To provide an opportunity for participants to talk about their interviews with community leaders —what they learned about local issues and how community decisions are made.
5	**Conclusion** Purpose: To reflect on what was learned by interviewing community leaders; to provide information on the next activity; to remind participants of the next meeting date, time and place.

Module Follow-up:

- Complete Module 5 summary form and submit to local extension staff.

Session Content

Opening Activity: The Orange Exercise

Purpose: To illustrate how community leaders hold together in a community like the sections of an orange.

Procedure: Provide each participant with an orange and napkin, and have them peel the orange. Ask the following:

"Now that you have the orange peeled, what do you see?" (Wait for their responses.) *"Our community is like this orange. It is one community made up of many people who give leadership and make decisions to create a good place to live. It is important that they work together, like the sections of the orange hold together, for our common good. Are there other ways you think community leadership is like the orange?"* (Let participants provide their own responses.)

Session Overview

"Let's briefly review what we learned last time." List three to four things learned from the last session on My Community Show. *"Today we are going to discuss what you learned from interviewing community leaders—what you learned about the community and about community leadership."*

Learning Activity: Report Back on Interviews with Community Leaders

Purpose: To provide an opportunity for participants to talk about their interviews with community leaders—what they learned about local issues and how community decision are made.

EXPERIENCE

Conduct interviews with community leaders. This should be done prior to Module 5.

REFLECTION

Have participants break into small groups of three to four to share with one another their experiences of interviewing community leaders. Allow 15 minutes for small group discussions. Encourage participants to record what they have learned on flip chart paper. Bring the total group back together and ask questions about what they learned. Record responses on flip chart paper. Allow 15 minutes for discussion.

- *"What did you learn about community leaders?"*
- *"Were their views of the community similar to yours?"*
- *"What did they feel were problems in the community?"*
- *"Were they optimistic about the future?"*
- *"In what ways did they feel youth could be more involved in the community?"*
- *"Do you feel leadership in the community is important? If so, why?"*

Assist the group in completing the Community Leader Interest Inventory handout. Being aware of community leader's interests is an important way to later access community resources to make a project possible (e.g., money, authority, information, supplies). Save this completed handout to use in Module 7.

"Take a minute to identify one important thing you learned in this session. We'll go around the room and each person can share one thought, feeling or concern."

APPLICATION

Ask the following:

"Why do you think community leadership is important?" (Participants may answer that they make decisions, they know how to get things done, they have financial resources, they have authority, etc.)

"How do you see using this information for you project?" (Participants may say that the Mayor was interested in something the group is also interested in, like planting trees or teen health care. Therefore, the mayor could be a resource to access money, information, authority, etc.)

Conclusion

Summarize what was learned in this session and remind participants of the next meeting date, time and place.

Module 5

Purpose:

To enable program participants to get to know their community leaders and the importance of community decision making.

Module 5

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Module 5

Agenda:

- Opening Activity: The Orange Exercise
- Session Overview
- Learning Activity: Report Back on Interview with Community Leaders
- Conclusion

Guidelines for Selecting/Identifying Community Leaders

Program participants can best decide who are the community influentials. The list below is a guide to facilitate thinking and planning. When preparing the list, obtain both address and phone number of each leader, as well as their role in the community.

Examples of Formal Leadership Positions:

- President or local manager of major employers in the community (businesses, hospital, etc.)
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- Mayor(s)
- City or county council members
- City administrator(s)
- Township board(s)
- School superintendent(s)
- School board members
- County commissioners and school superintendents
- State legislator(s)
- Senator and Representative(s) to Congress from the community
- Ministers, rabbis, priests
- Extension board members
- Newspaper editors

Other Community Leaders:

- Knowledgeable community citizens who are respected by others.
- Leaders who have participated in actual community decisions and/or actions
- Volunteers who are active in community organizations (e.g., Chamber of Commerce, Jaycees, Women of Today, Lions, Rotary, Knights of Columbus).

Tips for Interviewing

You are being asked to interview at least two leaders in your community. The people you choose may be leaders of the city, school, hospital, civic organization, or any other community group.

How to Interview:

Interviews are a formal way of getting to know someone. It is a planned conversation between people who meet face to face. Interviews can be for gathering information, learning new things, finding out about the person, or a way to learn about them and their choices. It's also a way for others to learn about you. Perhaps the single most important aspect of an interview is the ability to listen.

By conducting an interview you can learn how much things have changed, thus preparing for eventual changes to come in your lifetime. With every interview, a web is built that networks you to the community. A relationship is built to fall back on for help, for advice, for direction. Every person you interview becomes a link in your personal support network.

Use the attached questions for uniformity in interviews for the entire group. You may ask additional questions for clarification or as time allows.

Tips for Good Interviews:

1. Determine who you want to interview.
2. Contact leaders in advance to set up an interview time.
3. Give the person an idea of how long the interview will take.
4. Arrive on time.
5. Greet the person, introduce yourself and shake hands.
6. Explain the purpose of the interview.
7. Be a good listener. Listening is more important than writing notes.
8. Ask honest questions if you don't understand an answer.
9. Relax and enjoy the experience.
10. Thank them for their time and shake hands when you leave.

Tips for Creating Interview Questions:

1. Make questions short, clear and easy to understand.
2. Avoid questions that can be answered "yes" or "no."
3. Begin with discovery words: what, when, where, why or how.
4. Ask questions in logical sequence.

Questions for Community Interviews

Community leader interviewed: _____ Date: _____

How long have you lived in this community?

What do you like best about this community?

How have you been involved in the community?

What do you feel are some problems in the community?

What are your hopes for the future of the community?

What are your fears about the future?

How do you feel youth can be more involved in the community?

Other questions to be developed by participant:

(additional question)

(additional question)

Community Leader Interest Inventory

Use this form following the Community Leader interviews to record information gained during the interviews.

Name of Community Leader	Title/Role in Community	Community Concern
Example: Jane Smith	Mayor	Youth health care

Module 5, Option 3 - Attend a Community Meeting

Agenda

Purpose: To enable program participants to get to know their community leaders and the importance of community decision making.

Objectives:

- Observe community leaders in action.
- Gain insight into community decision making.

Time: 1 Hour

Preparation:

- Ask participants to attend a community leaders meeting and observe what happens at the meeting. *Observations of a Community Meeting (p. 171) should be distributed and discussed at the end of Module 4.*
- The facilitator(s) should prepare a list of various community group meetings (e.g., town board, county council, school board) that will be held between the completion of Module 4 and prior to Module 5. This should be handed out at the completion of Module 4. Ask participants to sign up for the meeting they plan to attend because attending a variety of meetings will add to the richness of discussion at this session. Adults should assist youth in knowing whether prior permission is necessary to attend the meeting. It is a courtesy to let them know who is attending and why.
- Follow-up with the participants to see if they have attended a community meeting and if they have any problems.
- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Bring flip chart, markers and tape.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
5	**Opening Activity: The Orange Exercise** Purpose: To illustrate how community leaders hold together in a community like the sections of an orange.
2	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 5.
40	**Learning Activity: Report on Community Meeting** Purpose: To provide an opportunity for participants to observe a community meeting and to see leadership in action. It is hoped that participants will gain new insights about the community and how decisions are made.
13	**Conclusion:** Purpose: To summarize what was learned in this session; to provide information for the next activity; to remind participants of the next meeting date, time and place.

Module Follow-up:

- Complete Module 5 summary form and submit to local extension staff.

Session Content

Opening Activity: The Orange Exercise

Purpose: To illustrate how community leaders hold together in a community like the sections of an orange.

Procedure: Provide each participant with an orange and napkin, and have them peel the orange. Ask the following:

"Now that you have the orange peeled, what do you see?" (Wait for their responses.) *"Our community is like this orange. It is one community made up of many people who give leadership and make decisions to create a good place to live. It is important that they work together, like the sections of the orange hold together, for our common good. Are there other ways you think community leadership is like the orange?"* (Let participants provide their own responses.)

Session Overview

"Let's briefly review what we learned last time." List three to four things learned from the last session on My Community Show. *"Today we are going to discuss what you learned from attending a community meeting—what you learned about the community and about community leadership."*

Learning Activity: Report on Community Meeting

Purpose: To provide an opportunity for participants to observe a community meeting and to see leadership in action. It is hoped that participants will gain new insights about the community and how decisions are made.

EXPERIENCE

Attend a community meeting (completed prior to Module 5).

REFLECTION

Have participants break into small groups of three to four youth and adults to share with one another their observations and

experiences from attending a community meeting. Allow 15 minutes for small group discussion. Encourage participants to record what they have learned on flip chart paper.

Bring the total group back together and ask questions about what they learned. Record responses on flip chart paper. Allow 15 minutes for discussion. The questions used for the observation can begin the discussion.

"Take a minute to identify one important thing you learned in this session. We'll go around the room and each person can share one thought, feeling or concern."

APPLICATION

Ask the following:

"Why do you think community leadership is important?" (Participants may answer that they make decisions, they know how to get things done, they have financial resources, they have authority, etc.)

"How do you see using this information for your project?" (Participants may say that the Mayor was interested in something the group is also interested in, like planting trees or teen health care. Therefore, the mayor could be a resource to access money, information, authority, etc.)

Conclusion

Make summary comments from the discussion regarding community meetings, what they are trying to accomplish, why they are important, and why it is important for citizens to be involved. Remind participants of the next meeting date, time and place.

Module 5

Purpose:

To enable program participants to get to know their community leaders and the importance of community decision making.

Module 5

Objectives:

- Observe community leaders in action.
- Gain insight into community decision making.

Module 5

Agenda:

- Opening Activity: The Orange Exercise
- Session Overview
- Learning Activity: Report on Community Meeting
- Conclusion

Observations of a Community Meeting

Name of community group: _____

Date: _____

Number of decision makers present: _____

Number of citizens present: _____

1. What is the group?

2. What is their responsibility?

3. What was the issue being discussed?

4. Was a decision made?

5. Did everyone on the board or council provide in-put?

6. Did anyone other than a member of the board or council give in-put?

7. How did you feel about the meeting?

8. Were there procedures you didn't understand?

9. Other observations or comments:

Summary Form

Module 5: Knowing Our Community Leaders

Date: _____

Name of Facilitator(s): _____

After completing Module 5, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 5 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 6: Examining Our Community's Future

Agenda 175

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Module 6: Examining Our Community's Future

Agenda

Purpose: To provide an opportunity for participants to think about the future of their community and what is important to them. Participants should feel they have a stake in the future of the community.

Objectives:

- Consider their hopes and fears for the community.
- Create a vision for the community's future.

Time: 1 Hour

Preparation:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 179), or by writing them on a chalkboard or large piece of paper.
- Photocopy the Famous Quotes Exercise (p. 183) and Your Vision for Your Future in this Community (p. 184), one per participant.
- Obtain newsprint, markers and tape.
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
15	**Opening Activity: Famous Quotes Exercise.** Purpose: To help the group think about vision and leadership.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 6.

35 **Learning Activity: Our Community's Future**
Purpose: To provide an opportunity for participants to think about their future in the community and what is important to them. This activity helps participants imagine what their community could be like and how it might be living there 10 years from now.

5 **Conclusion**
Purpose: To summarize what was learned in this session and remind participants of the next meeting date, time and place.

Module Follow-up:

- Complete Module 6 summary form and submit to local extension staff.

Session Content

Opening Activity: Famous Quotes Exercise

Purpose: To help the group think about vision and leadership.

Procedure: Hand out the Famous Quotes Exercise and ask participants to fill out the sheet individually for seven or eight minutes. Then ask them to share their responses with those around them for seven or eight minutes.

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 6.

"In the opening activity we began thinking about the future and developing a vision of what the future could be. Today's program will focus on what you think the future of this ***community*** *could be—your hopes and fears, and what will be important to you in the future. We'll then talk about why leadership is needed to help us direct the future of our community toward what we hope it will be."*

Learning Activity: Our Community's Future

Purpose: To provide an opportunity for participants to think about their future in the community and what is important to them. This activity helps participants imagine what their community could be like and how it might be living there 10 years from now.

EXPERIENCE

Have participants divide into small groups of four to five youth and adults. Ask them to fill out the handout titled Your Vision for Your Future in This Community. Give people five minutes to do this individually, and then ask them to discuss it with one another in their small group. Allow about 10 minutes for the small group discussions, encouraging participants to record their comments on newsprint.

REFLECTION

Bring the group back together to discuss what they have learned. Allow 10 minutes for this discussion. List their responses on newsprint, and save the list for Module 7. Some questions you might ask are:

- *"How many of you want to continue living in this community? Why? Why not?"*
- *"What are your hopes for the future?"*
- *"What are your fears?"*
- *"Were there differences between the views of youth and adults? If so, what were the differences?"*

APPLICATION

Ask the following:

"What can we do to help create the future we want?"

Ideas generated here may help identify projects for Module 7. List them on newsprint and save the list for Module 7. Examples include: plant trees for future shade and beauty in the community; start a communitywide recycling program to reduce solid waste; serve as tutors in an adult literacy program; learn business management skills to be a future businessperson in the community.

"From this list of ideas, we will identify a project we can undertake as a group. Before the next meeting, think about three possible projects that would help us create a better community. Next time, after we compile everybody's ideas, we will choose one project."

Conclusion

"Take a minute to identify one important thing you've learned in this session. We'll go around the room and each person can share one thought, feeling or concern."

Make summary comments from the discussion regarding the future of the community. Remind participants of the next meeting date, time and place, and of their homework assignment.

Module 6

Purpose:

To provide an opportunity for participants to think about the future of their community and what is important to them. Participants should feel they have a stake in the future of the community.

Module 6

Objectives:

- Consider their hopes and fears for the community.
- Create a vision for the community's future.

Module 6

Agenda:

- Opening Activity: Famous Quotes Exercise
- Session Overview
- Learning Activity: Our Community's Future
- Conclusion

Famous Quotes Exercise

Below are several quotes from famous people about vision and leadership. Write what each of these quotes means to you. Share your interpretations with others and see if they agree.

Quote	What it Means to Me
I skate to where I think the puck will be. *- Wayne Gretzky*	
The future belongs to those who believe in the beauty of their dream. *- Eleanor Roosevelt*	
Vision is the art of seeing things invisible. *- Jonathan Swift*	
Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead. *- Louisa May Alcott*	

Adapted from *Seeing the Vision* by Randall S. Petersen, Minnesota Extension Service, University of Minnesota, 4-H Youth Development, 4-H-BU-5731-S, 1991, page 5.

Your Vision for Your Future in this Community

Think about yourself in 10 years and answer the following questions as if you are still living in this community and it would be the kind of community you want it to be:

1. How old will you be in 10 years?

2. What kind of work would you like to be doing?

3. What kind of family situation would you like? (single, married, children, etc.)

4. What should the community provide for you in:

   Housing—

   Shopping—

   Recreation—

   Health Care—

5. What other services or opportunities should the community provide for you?

6. What age will your parents be? Your grandparents? Your children?

7. What kinds of care and services would you like to have available for your parents? Your grandparents? Your children?

8. As you think about your community, what are your hopes for its future?

9. As you think about your community, what are your fears or concerns about its future?

10. Considering your answers to these questions, would you want to be living in this community 10 years from now? Why or why not?

Summary Form

Module 6: Examining Our Community's Future

Date: _____

Name of Facilitator(s): _____

After completing Module 6, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 6 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 7: Identifying Our Community Project

Agenda 187

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- Learning Activity: Project Identification 190
- Learning Activity: Project Analysis Circle 191
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- Community Issues and Related Projects 201
- Guidelines for Brainstorming Overhead 205
- Tips for Structured Brainstorming 206
- Sample Project Analysis Circle 207
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Module 7: Identifying our Community Project

Agenda

Purpose: To select a project that is achievable within the time available and that will address an important need for the future of the community.

Objectives:

- Gain a working understanding of the community development process.
- Identify group needs.
- Identify a community project.

Time: 1 Hour Minimum
(A follow-up meeting may need to be scheduled.)

Preparation:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 195), or by writing them on a chalkboard or large piece of paper.
- Remind participants to bring three ideas for a group project.
- Bring the list of ideas generated from Module 6 (p. 178, "What can we do to help create the future we want?"). Post these on the wall so additional ideas can be added.
- Copy the completed Community Leader Interest Inventory prepared in Options 1 or 2 of Module 5 (p. 150 or p. 162).
- Draw a Project Analysis Circle on newsprint (p. 208).
- Photocopy the Project Analysis Circle (p. 208), one per participant.
- Obtain the following equipment and supplies:
  - Newsprint
  - Markers
  - Masking tape
  - Pencils and pens for each participant.
  - Two yellow circular, self-adhesive labels for each participant.
  - One green circular, self-adhesive label for each participant.
  - Timer (to end brainstorming)
- Determine the next meeting date, time and place.

Agenda:

Minutes	Activity
3	**Opening Activity: The Princess and the Pea** Purpose: To have participants think about separating the problem from alternative solutions, and the importance of being sure the correct problem is identified for the suggested solution.
2	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 7.
10	**Learning Activity: Time In?** Purpose: To identify how much time participants will have available to work on a project of their interest.
15	**Learning Activity: Project Identification** Purpose: To identify a realistic project for the group to address within the time frame available for the group.
20	**Learning Activity: Project Analysis Circle** Purpose: To identify community supports and barriers to accomplishing this project. (Note: The "Project Analysis Circle" may need to be repeated at the next session if the first project selected is determined by the group to be unworkable.)
10	**Conclusion** Purpose: To summarize what was learned in this session; to evaluate the youth-adult working partnership; and to remind participants of the next meeting date, time and place.

Module Follow-up:

- Save the Project Analysis Circle for Module 8.
- Complete Module 7 summary form and submit to local extension staff.

Session Content

Opening Activity: The Princess and the Pea

Purpose: To have participants think about separating the problem from alternative solutions, and the importance of being sure the correct problem is identified for the suggested solution.

Procedure:

"Many of you are familiar with the story of the princess and the pea. The princess wanted a comfortable place to sleep. She demanded that her servants look all over the kingdom for a mattress that was just right. She would complain that one was too hard, another was too soft. Nothing would please her. Finally one member of her kingdom looked underneath all the mattresses to find ***literally*** *the* ***underlying problem****—a pea.*

"Today we are going to look at our community and identify problems. We are also going to identify potential solutions. We want to be careful, however, to not search for mattresses that won't solve the problem. Indeed, the mattress is one alternative. But we need to keep looking for the underlying problem—like the pea."

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 7.

Share the program purpose, objectives and session agenda with the group using an overhead projector with transparencies, or by writing them on a chalkboard or large piece of paper.

Learning Activity: Time In?

Purpose: To identify how much time participants will have available to work on a project of their interest.

EXPERIENCE

Ask each participant to fill in a Time In? sheet, totalling the number of hours they feel they could devote to a project between now and the target date for completion. Have participants write the number of hours they have available on a sheet of newsprint posted at the front of the room, along with any restrictions on that time (e.g., they need a two week notice to arrange their work schedule, or they're only available on Saturdays). Total the number of hours available by the group.

REFLECTION

"How does this affect the type of project we can do?" (e.g., cannot have a project that requires more time than is available).

APPLICATION

The group will be using this information as they select their project. Remind the group of the realistic number of hours they have available for a project.

Learning Activity: Project Identification

Purpose: To identify a realistic project for the group to address within the time frame available for the group.

EXPERIENCE

Post the ideas that were generated at the last meeting. Add to this list the additional ideas that participants brought with them to this meeting. Generate as many ideas for a project as possible.

Give each participant two yellow stickers. Ask them to put their initials on the stickers, then place the stickers next to an issue that is important to them and that they are most interested in working on. The issue with the most stickers is identified as the group project.

Once the most popular issue has been identified, review the guidelines for brainstorming and brainstorm project ideas. Use the brainstorming lists attached to this module for ideas.

Once the brainstorming has been completed, ask which ideas are realistic given the time available for the group. If there are projects that are too big to accomplish within the time available, suggest smaller steps that could be taken by the group to start action on the larger project.

Distribute a green sticker to each member and ask them to write their initials on it. Have participants vote for the project they are willing to devote time and energy to by placing their sticker next to the topic.

REFLECTION

"What did you consider when voting?"
"Do you think this is how other adult groups work?"

APPLICATION

This information will be used in the next activity.

Learning Activity: Project Analysis Circle

Purpose: To identify community supports and barriers to accomplishing this project.

EXPERIENCE

"We have skills and abilities in this group. We also have people in the community who would like to see this project accomplished and may be willing to help us with their time or resources. What we need to do now is assess what and who are our community supports and barriers to accomplishing our project. This can help us decide if the project we are interested in doing will be realistic to accomplish within the time we have available."

Distribute a Project Analysis Circle to each participant.

"We will be going through the steps identified on this sheet to assess our community supports. I'll put all of our group comments on this newsprint."

Step 1: Write the name of the specific project in the center box.

Step 2: Identify all the individuals or groups who will be affected by the project under "who." To help think about the groups affected by the project, consider the following questions:

- *"Who might really like the project?"*
- *"Who might be opposed to it?"*
- *"Who will pay for it?"*
- *"Who will maintain it?"*

Distribute the Community Leader Interest Inventory prepared in Options 1 or 2 of Module 5 to assist the group in identifying individuals or groups whose self interests will be supportive or in opposition to the proposed project. Add a second sheet for additional groups if necessary.

Step 3: For each individual or group listed, write what they want to get out of the project under "needs."

Step 4: Under "fears," identify what each group is afraid might happen if this project does or does not happen.

Step 5: Ask the group how important their needs and fears are to the success or failure of this project? Help the group to be realistic about how strong a group's support or opposition will be to their proposed project idea.

Step 6: Assess if the proposed project is doable based on the needs (supports) and fears (barriers)?

"Can we gather the support we have and overcome the barriers to do this project in the time we have available? Are you willing to put your time and energy into the project to make it happen, knowing the supports and barriers in the community?"

Step 7: Decide to proceed or not to proceed on this project. At this point, the group has several options:

- Proceed with the project as identified.
- Change the project to make it more doable within the time available.
- Drop the project.
- Hold onto the project until more information is available from the community about their reaction to the proposed project. (If this is important, decide as a group what key information is needed, from whom, and assign people to obtain that information prior to the next meeting.)

If the group decides this project is not feasible, then repeat the Project Analysis Circle with another project idea selected from the list of brainstormed project ideas. Give these directions:

"Let's share our project idea with family, friends and other community members before we make our final decision at the next meeting. Jot down things you hear from others that can help us make the best decision. At the beginning of the next meeting we'll plan our project in detail."

REFLECTION

"You are pulling together all the things you have learned about the community in completing this Project Analysis Circle. Were there any surprises in who would be supportive of this project? Were there any surprises in who would be barriers? Could you have filled out the Project Analysis Circle as completely by yourself? Why is this analysis important to do?"

Answer the following:

"In communities, various groups hold power. To get things done, it is critical to understand what different groups want and what they need or fear. In communities, we need each other for action."

APPLICATION

This information will be used in the next module.

Conclusion

Ask participants to talk about what they feel went well and what they feel needs to be improved about how adults and youth worked together in this session.

"Let's stand in a circle and think about what we did during this session. Choose one thing you found important, new or interesting about this session, then we'll share those." (Pause before you start around the circle. Thank those who speak.)

Remind participants of the next meeting date, time and place.

Module 7

Purpose:

To select a project that is achievable within the time available and that will address an important need for the future of the community.

Module 7

Objectives:

- Gain a working understanding of the community development process.
- Identify group needs.
- Identify a community project.

Module 7

Agenda:

- Opening Activity: The Princess and the Pea
- Session Overview
- Learning Activity: Time In?
- Learning Activity: Project Identification
- Learning Activity: Project Analysis Circle
- Conclusion

Time In?

We all have 24 hours in one day. Take some time to think about what you do in a typical day, how many hours or parts of an hour do you spend on each of the following areas?

	Weekdays	Saturdays	Sundays
1. On sleep?			
2. On getting dressed?			
3. On getting ready for bed?			
4. In school?			
5. On homework?			
6. On work (at a job for money)?			
7. With friends (socializing, playing sports, on the phone, etc.)?			
8. Alone (playing, reading, watching TV, working out, etc.)?			
9. On chores around the house?			
10. With family including any meal times?			
11. On volunteer activities (4-H, Scouts, school clubs, etc)?			
12. On religious activities?			
13. On miscellaneous other pastimes?			
Total			

Your estimates will not be exact, but they should add up to 24 hours for each column. Between now and the time the group would like to complete a project, what are you willing and able to change in your schedule in order to work on a group project? Circle these items on your sheet.

Based on this assessment, how may hours would you be able to devote to the group project? _____

Community Issues and Related Projects

"From these common themes, there are a variety of possible community projects that could be identified in this creative group."

If ENVIRONMENTAL IMPROVEMENT is the issue, projects might include:

- Ask grocery stores to print environmental messages on their bags, or include environmental messages on leaflets to customers.
- Provide the public with a list of products packaged in recyclable materials.
- Make posters and write news articles on the products that use recycled materials in packaging.
- Organize a community Earth Day celebration.
- Plan a communitywide home, farmstead and roadside litter cleanup and beautification program.
- Conduct community education programs on safety in handling chemicals, both for personal safety and environmentally clean air, water and land.
- Hold a "State of the Local Environment Meeting," in which you enlist local or state expertise to dramatize and inform local citizens of the decline or improvement in the local environment and needed action.

If ENTERTAINMENT or RECREATION FOR YOUTH is the issue, projects might include:

- Plan a dance or event for high school or middle school students.
- Talk to the community movie theater owner about scheduling shows of interest to youth.
- Open a teen center.
- Build a fitness trail in a local park.
- Survey youth to find out how much they use recreational resources currently available in the community (e.g., parks and movie theaters) and obtain their suggestions on how these can be improved.
- Ask local religious organizations to sponsor youth recreation activities.

If DRUG AND ALCOHOL USE AND ABUSE AMONG YOUNG CHILDREN is the issue, projects might include:

- Develop and present a puppet show for young children on drug and alcohol use and abuse.
- Revitalize a playground so young children can use it for recreation.
- Write articles for newspapers or talk to groups about the problem locally.
- Find out which agencies are working on this issue locally, talk to them and ask how you can help .

If COMMUNITY SERVICES is the issue, projects might include:

- Plan first aid classes in cooperation with a local Red Cross chapter, county medical society or health department.
- Prepare and distribute brochures that tell residents about community services that are currently available.

If LACK OF COMMUNITY IDENTITY is the issue, projects might include:

- Develop a slogan and logo for the community that identifies its best features. Place a sign with a slogan and logo next to the entrance to the community.
- Cooperate with local business owners to renovate, paint and landscape businesses and public areas.
- Plan a community contest with awards for most attractive flower beds, best residential landscaping for shelter belts, most attractive business or residential street, etc.
- Inventory historic sites in the community. Write up stories about these historic sites into a booklet that can be distributed to visitors and residents.

If LARGE NUMBERS OF STUDENTS DROPPING OUT OF SCHOOL is the issue, projects might include:

- Starting an after-school tutoring service.
- Organize a group of students who will talk with the school board about things important to the students who choose to drop out, to find ways to get them back to school.

If LACK OF YOUTH VOICE IN COMMUNITY DECISIONS is the issue, projects might include:

- Get youth representatives on city council.
- Develop a youth advisory board to the park board or school board.
- Develop a youth mentor program with community leaders.

If ADEQUATE HOUSING is the issue, projects might include:

- Re-roofing homes for people in the community.
- Organizing a community "fix-up weekend" where people come together to help their neighbors fix up their homes.

If EMPLOYMENT OPPORTUNITIES is the issue, projects might include:

- Asking local employers what skills they will be looking for in new employees. Publish this list of skills needed and distribute to high school students.
- Conduct an educational tour of nearby agricultural businesses and industries.
- Organize a "career day" for high school students and operate a placement service for students who want summer or after-school work.
- Talk with the local employment office to find out how they can be of service in helping locate employment opportunities for young people.

- Conduct a workshop for teens on how to start their own business. Ask local successful business owners to talk about how they got started in their business.

If IMAGE OF YOUTH IN THE COMMUNITY is the issue, projects might include:

- Write articles for the local newspaper that feature youth doing positive things for the community.
- Hold a meeting with a small group of youth and elderly to discuss perceptions of the problems between the groups and what can be done.

If SCHOOL CONSOLIDATION is the issue, projects might include:

- Inviting the school board members to a meeting of the group to learn about the reasons for and against a school consolidation.
- Preparing a video of "On the Street Interviews" with people stating their opinion about school consolidation.
- Asking officials for information about how much it would cost families in taxes if the school did not consolidate. Put this information into an article for the newspaper.
- Obtain historic pictures and stories about the school building(s) that will be closed. Share them in a ceremony for the closing of the school.

Portions of this material were taken from *Community Development: An FFA Rural Initiative—Student Manual* by James Clouse and Lee Cary. March 1987, pp. 45-48. Atlanta, GA: National FFA Foundation Inc.

Guidelines for Brainstorming

- List as many ideas as possible.
- Every idea is a good one.
- Expand on ideas already listed.

(No comments are to be made on the ideas listed.)

Tips for Structured Brainstorming[1]

"The best way to get good ideas is to have lots of ideas."

Brainstorming is an idea-generating technique that is useful for generating many ideas in a short amount of time.

Purpose:

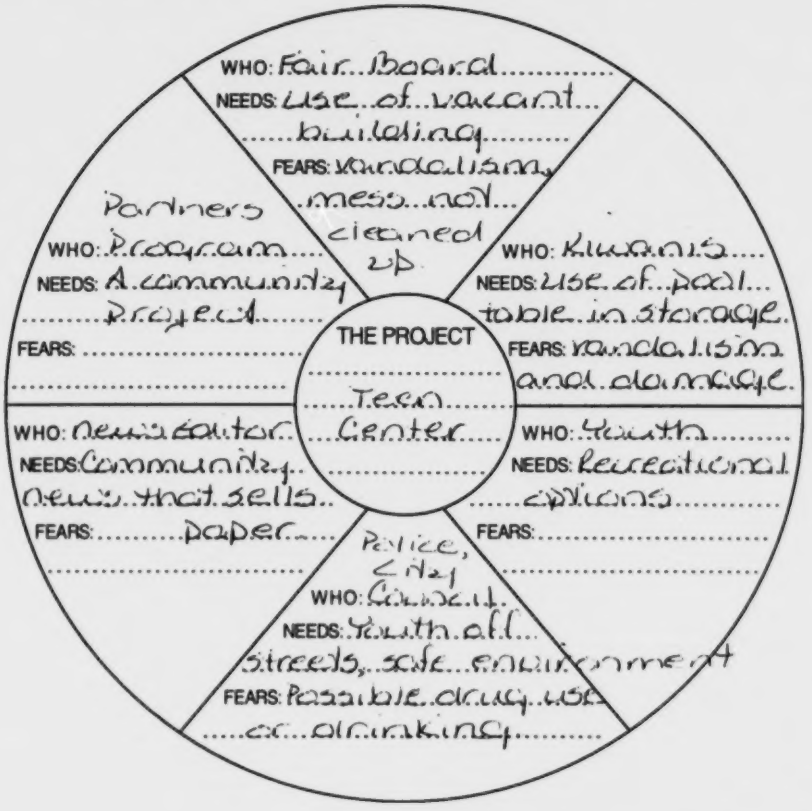
- *Quantity is the goal.* More ideas mean more likelihood of winners.
- *Defer judgment.* Do not criticize. Evaluation comes later.
- *Be creative.* Wild ideas are great because they beget wilder ideas. It is easier to tame a wild idea than to think up new ideas.
- *Combine and amend ideas.* Expand, delete, consolidate and make smaller.

Guidelines:

- Be noncritical of all ideas, both good and not-so-good.
- Be respectful of all ideas.
- Move quickly through ideas—don't dwell on any one idea.
- Quantity counts.
- *Crazy* ideas are great because they may lead to other, more workable ideas.
- Don't prioritize ideas.

[1] I'll Take Charge.

Sample Project Analysis Circle



Step 1: Write the name of the specific project in the center box.

Step 2: Identify all the individuals or groups who will be affected by the project under "who" (e.g., who will maintain it, who will pay for it, who might be opposed to it, who might really like it?). Add a second sheet for additional groups if necessary.

Step 3: For each individual or group listed, write what they want to get out of the project under "needs."

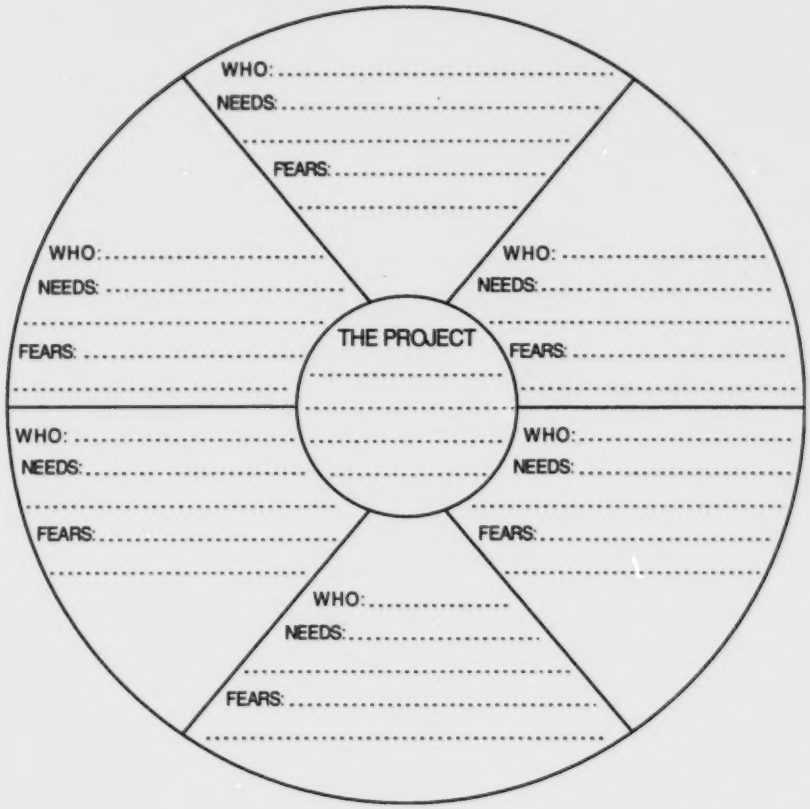
Step 4: Under "fears," identify what each group is afraid might happen if this project happens or doesn't happen.

Step 5: How important are the needs and fears of the group to the success or failure of this project?

Step 6: Assess if the proposed project is "do-able" based on the needs (supports) and fears (barriers)?

Step 7: Decide to proceed or not the proceed on this project. The group may opt to refine or change the project at this point.

Project Analysis Circle



Step 1: Write the name of the specific project in the center box.

Step 2: Identify all the individuals or groups who will be affected by the project under "who" (e.g., who will maintain it, who will pay for it, who might be opposed to it, who might really like it?). Add a second sheet for additional groups if necessary.

Step 3: For each individual or group listed, write what they want to get out of the project under "needs."

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Step 5: How important are the needs and fears of the group to the success or failure of this project?

Step 6: Assess if the proposed project is "do-able" based on the needs (supports) and fears (barriers)?

Step 7: Decide to proceed or not the proceed on this project. The group may opt to refine or change the project at this point.

Summary Form

Module 7: Identifying our Community Project

Date: _____

Name of Facilitator(s): _____

After completing Module 7, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 7 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 8: Launching Our Action Plan

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Module 8: Launching Our Action Plan

Agenda

Purpose: To learn to develop a plan of action and identify resources to implement the plan.

Objectives:

- Develop an action plan.
- Identify needed resources in the community.
- Work as a team when implementing the action plan.

Time: 1 Hour

Preparation:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Obtain a local road map, topographical map and plat book.
- Prepare to share module purpose, objectives and agenda with overhead projector and transparencies (p. 217), or by writing them on a chalkboard or large piece of paper.
- Photocopy the Action Wheel (p. 222) and Action Plan (p. 225), one per participant.
- Bring the completed Project Analysis Circle from Module 7 (p. 208) and the Community Leader Interest Inventory from Module 5 (p. 150 or p. 162).
- Obtain newsprint.
- Determine the next date, time and place for working on the project.

Agenda:

Minutes	Activity
5	**Opening Activity: Map Comparison** Purpose: To think about how an appropriate plan of action can guide future activities.
5	**Session Overview** Purpose: To review the purpose, objectives and agenda for Module 8.

40 **Learning Activity: Action Planning**
Purpose: To identify specific action steps, community resources, a time line and group responsibilities to complete the project.

10 **Conclusion**
Purpose: To summarize what was learned in this session and remind everyone of the next meeting date, time and place.

Module Follow-up:

- Complete Module 8 summary form and submit to local extension staff.

Session Content

Opening Activity: Map Comparison

Purpose: To think about how an appropriate plan of action can guide future activities.

Procedure: Show participants the road map, a topographical map and a plat book as you say the following:

"Let's say you have three maps: a topographical map of the rural areas of this county, a road map of the United States that identifies only the major freeways and cities, and a plat map identifying who owns which piece of property.

"Which of the maps would you use to drive across the country?" (The road map.) *"Why?"* (It gives you the information you need without getting too detailed.)

"Which of the maps would you use to go hiking?" (The topographical map.) *"Why?"* (It would tell you where the lakes are and the hills and valleys.)

"Which of the maps would you use to find land to buy?" (The plat book.) *"Why?"* (It would tell you who owns the property and who you need to negotiate with to buy it.)

"It is important to have a map to get where you are going. It is also important that the map details the amount of information you need to get the job done. The wrong map for the wrong job won't get you where you want to go."

Session Overview

Share program purpose, objectives and session agenda with the group using an overhead projector with transparencies (provided with this module), or by writing them on a chalkboard or large piece of paper.

Learning Activity: Action Planning

Purpose: To identify specific action steps, community resources, a time line and group responsibilities to complete the project.

EXPERIENCE

An action plan identifies the tasks that need to be done in order to complete a project. Participants can develop an action plan through the Action Wheel activity. Review the sample Action Wheel from the Community Christmas Tree Planting project (this can be done with a handout or on newsprint), and then distribute blank copies of the Action Wheel. Use the following steps to guide participants through this activity.

Step 1: Write the name of the project in the **Project Goal** circle.

Be specific about the desired end result of the project to help focus the group's planning activities. Identify the project in measurable terms so participants can actually *complete* the project and reach their goal. For example, "having a front-page article in the newspaper about youth volunteering in the community" is more specific and more measurable than "changing the community's image of youth."

Step 2: Write the actions needed to complete the project in the **Action Step** circles. Add circles as needed.

If someone identifies a task along with a resource (for example, asking the greenhouse to donate the tree), write the task as "Obtain a tree" with a follow-up circle stating the resource: "Ask the greenhouse to donate the tree." This will clearly identify the action needed from the resources so that other potential resources can be identified if needed.

Make sure the following topics are covered if appropriate to the project:

- People: skills, expertise, person power, influence.
- Physical: facilities, supplies, equipment.
- Finances
- Information
- Publicity
- Transportation
- Insurance
- Long-term maintenance of the project.
- Permits/approval by any group needed to do this project.

If the group project is an activity or event, the Checklist for Planning an Activity may be helpful.

Step 3: Identify potential resources to assist in completing the action steps. Place these resources in circles attached to the Action Steps. Add circles as needed.

Refer back to the Project Analysis Circle (Module 7) and the Community Leader Interest Inventory (Module 5) to identify groups and individuals who will support this project. Identify how they can assist the group in completing the project.

Step 4: Put the action steps and tasks in the time sequence necessary to complete the project by placing a number outside each circle. Distribute blank copies of the Action Plan.

Step 5: Write the tasks in order on the Action Plan sheet. Identify a due date for each task.

Step 6: Identify a volunteer and a helper from the group to complete each task on the Action Plan.

"When a participant agrees to do something, it is important that he or she be held accountable for getting it done. In parenthesis, by each person who is responsible for the task, let's identify another volunteer who will call, remind, or be his or her helper in getting the job done."

Try to link youth and adults in this process, especially if the task involves youth contacting an adult in the community whom they do not know very well, or a process new to them (e.g., obtaining a resolution from the city council, obtaining a permit from a government agency). After the meeting, talk to the helpers and ask them to provide assistance in completing the task, but also try to make it a positive learning experience for them.

Following the meeting, ask a volunteer to write up the tasks, the person(s) responsible and the date due. (The facilitator(s) can also do this.) Identify the tasks in the order in which they need to be completed (see the sample). Send this list out to all participants, with each group member's name and phone number. Mail this out within one week of the meeting.

Negotiate with the group to decide if another meeting is needed to complete discussion and sharing of information for the project. Decide on when, where, the agenda for the meeting, and information to be collected prior to the meeting.

REFLECTION

"Were there any surprises in the list of tasks to be done?" Discuss the value of everyone contributing their knowledge and experience to accomplish the task.

"Were there any surprises in the amount of time it would take to do all the tasks necessary for this project?" Explain that community action takes time because it involves input and decisions beyond the individual.

APPLICATION

"How can you use this process with other projects?"

Conclusion

"How did we do with each other as a group today?"

"Let's think about what we did during this session. Choose one thing you found important, new or interesting about this session, then share those ideas." Pause before you start around the circle. Thank each person after they have spoken.

Remind participants of the community project date, time and place along with any tasks to be completed by members of the group prior to the next meeting.

Module 8

Purpose:

To learn to develop a plan of action and identify resources to implement the plan.

Module 8

Objectives:

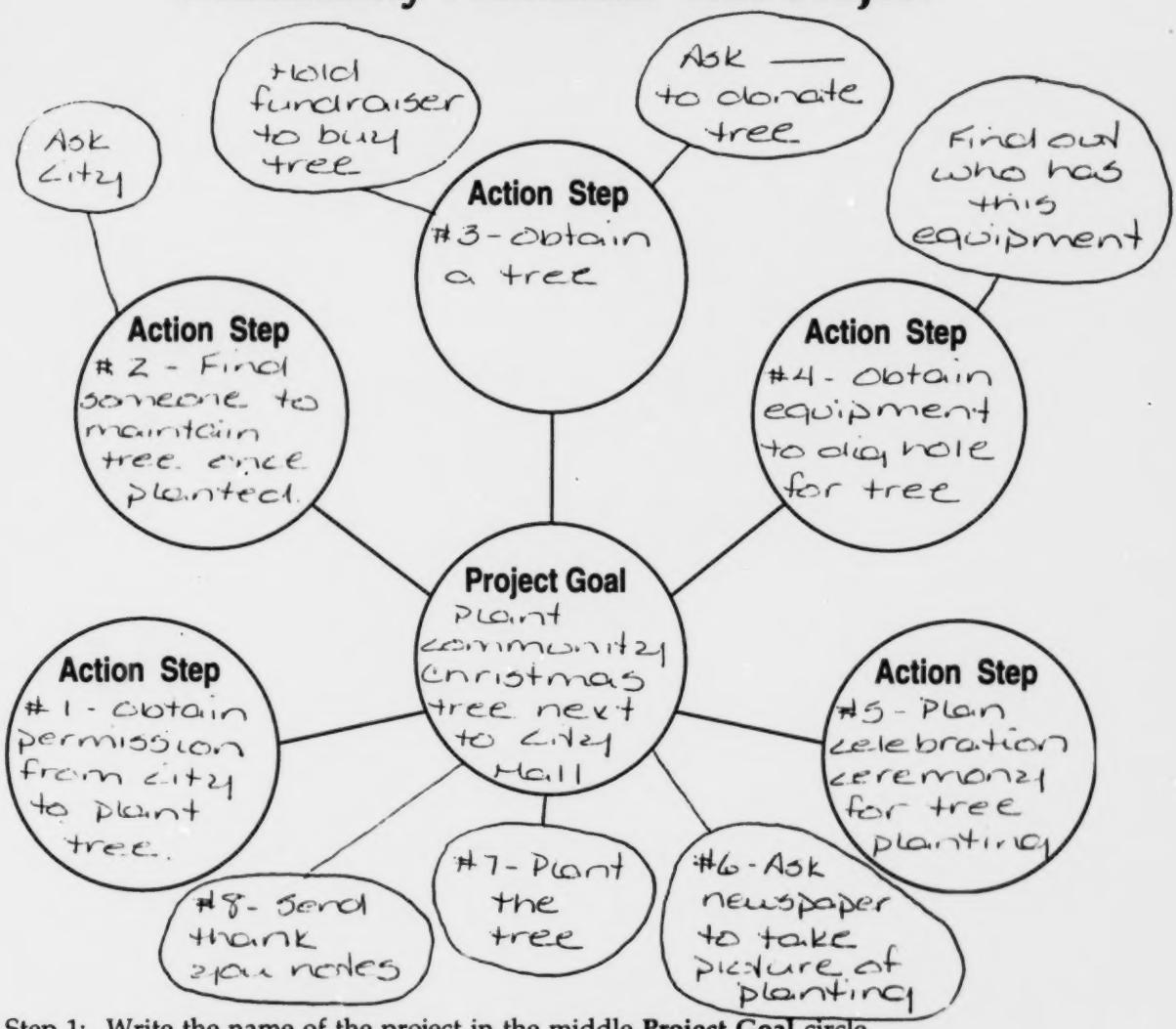
- Develop an action plan.
- Identify needed resources in the community.
- Work as a team when implementing the action plan.

Module 8

Agenda:

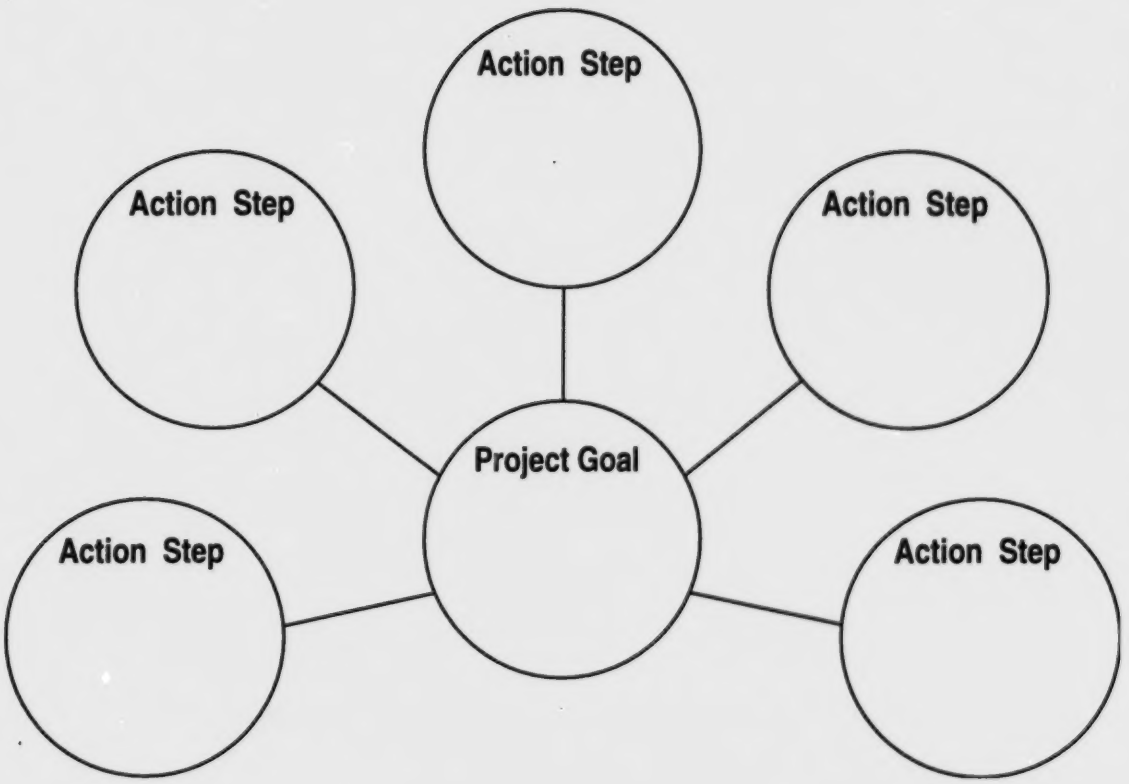
- Opening Activity: Map Comparison
- Session Overview
- Learning Activity: Action Planning
- Conclusion

Action Wheel:
Community Christmas Tree Project


Hold fundraiser to buy tree
Ask ____ to donate tree
Ask City
Find out who has this equipment
Action Step #3 - obtain a tree
Action Step #2 - Find someone to maintain tree once planted.
Action Step #4 - obtain equipment to dig hole for tree
Project Goal
Plant community christmas tree next to City Hall
Action Step #1 - obtain permission from city to plant tree.
Action Step #5 - Plan celebration ceremony for tree planting
#8 - Send thank you notes
#7 - Plant the tree
#6 - Ask newspaper to take picture of planting

Step 1: Write the name of the project in the middle **Project Goal** circle.
Step 2: Write the actions needed to complete the project in the **Action Step** circles. Add circles as needed.
Step 3: Identify potential resources to assist in completing the action steps. Place these resources in circles attached to the Action Steps. Add circles as needed.
Step 4: Put the action steps and tasks in the time sequence necessary to complete the project by placing a number outside each circle.
Step 5: Write the tasks in order on the Action Plan sheet. Identify a due date for each task.
Step 6: Identify a volunteer and a helper from the group to complete each task on the Action Plan.

Action Wheel



Step 1: Write the name of the project in the middle **Project Goal** circle.
Step 2: Write the actions needed to complete the project in the **Action Step** circles. Add circles as needed.
Step 3: Identify potential resources to assist in completing the action steps. Place these resources in circles attached to the Action Steps. Add circles as needed.
Step 4: Put the action steps and tasks in the time sequence necessary to complete the project by placing a number outside each circle.
Step 5: Write the tasks in order on the Action Plan sheet. Identify a due date for each task.
Step 6: Identify a volunteer and a helper from the group to complete each task on the Action Plan.

Checklist for Planning an Activity

Name of the Activity:		Date:
Purpose or Objectives:		
Tasks	Who is to do it?	When?
Facilities		
Food/refreshments		
Equipment		
Resource People		
Registration		
Transportation		
Insurance		
Printing		
Publicity		
Awards and Recognition		
Budget and Finances		
Follow-up: Evaluation Thank yous		

Adapted from "Organizing a 4-H Activity" by Wayne Carlson, Extension Specialist, 4-H Youth Development. Printed in *4-H Club Leader's Handbook*, 1980, p. G-4 and G-5, Agricultural Extension Service, University of Minnesota.

Action Plan: Community Christmas Tree Project

Project Goal: Plant a Community Christmas Tree next to City Hall.			
Tasks:	**Due Date:**	**Who:**	**Helper:**
1. Obtain permission from city to plant tree. • Present proposal to city council.	2 weeks	Suzie	Mr. Adams
2. Find someone to maintain the tree once it is planted. • Ask the city to do this.	4 weeks	Sam	Mr. Adams
3. Obtain a tree. • Ask Ms. Smith from the Tree Farm to donate a tree. • If that does not work, find out the prices of buying a tree and plan a fund raiser to get the money (through asking community groups for donations).	6 weeks 10 weeks	Jennifer Shawn	Ms. Jonsen Ms. Jonsen
4. Obtain equipment to dig hole for the tree. • Ask Mr. Jones if he will do this with his equipment.	6 weeks	Erin	Mr. Brown
5. Plan a celebration ceremony for the tree planting. • Select a person or group to dedicate the tree and ask them. • Music or reading with the tree planting.	3 weeks before planting	Brent	Ms. Robert
6. Invite the newspaper to take pictures of the group planting the tree.	2 weeks before planting	Becky	Ms. Robert
7. Plant the tree.	TBD	All	Co. Ag Agent
8. Send thank you notes to everyone who helped make the tree possible, and give their names to the newspaper.	2 weeks after planting	All (Becky coordinates)	Ms. Robert

Action Plan

Project Goal:			
Tasks:	**Due Date:**	**Who:**	**Helper:**

Summary Form

Module 8: Launching Our Action Plan

Date: _____

Name of Facilitator(s): _____

After completing Module 8, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 8 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 9: Doing Our Community Project

Agenda 229

Session Content 231
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- Celebration Activities 232

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- Program Evaluation Questionnaire, Adult Participant . . . 241
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Module 9: Doing Our Community Project

Agenda

Purpose: To conduct a community project using the knowledge and skills gained from the PARTNERS program.

Objectives:

- Carry out the action plan developed in Module 8.
- Complete a program evaluation questionnaire.

Time: Varies depending on the project selected.

Preparation:

- Review the Action Plan (p. 225), Action Wheel (p. 222) and Checklist for Planning an Activity (p. 223) with the group before carrying out the project. Make sure those responsible for the pre-planning have completed their obligations.
- Photocopy the following handouts, one for each participant.
  - Sample Cover Letter for Evaluation Questionnaire (p. 233)
  - Community Project Highlights (p. 234)
  - Participant Data Sheet (p. 235)
  - Program Evaluation Questionnaire—Youth Participant (p. 237) (copies for youth only, color code)
  - Program Evaluation Questionnaire—Adult Participant (p. 241) (copies for adults only, color code)

Agenda:

- Conduct the community project.
- Provide participants with a copy of the Community Project Highlights handout, the Participant Data Sheet and the Program Evaluation Questionnaire to complete before Module 10.
- Plan for the celebration activities that will take place during the Module 10 meeting.

Module Follow-up:

- Complete the Module 9 summary form and submit to extension staff.

Session Content

Doing Our Community Project

Follow the action plan to complete the community project. Encourage those who have been given responsibilities for specific tasks to do what has been agreed upon and to stay on schedule. The facilitator(s) should be available for support as needed, but the youth and adult participants are responsible for carrying out the project. Participants should use the learning, planning and teamwork skills they have developed throughout the program.

In the process of implementing the community project, participants may find it necessary to revise and modify the action plan. However, these decisions should be made by the entire group, not by a few individuals within the group. The process of learning how to make decisions and work together is more important than the finished product.

Evaluation Activities

Due to time restrictions in Module 10, hand out the evaluation forms during the last meeting in Module 9 (as participants are completing the community project). Provide each participant with an evaluation packet containing a cover letter and the following:

- Community Project Highlights
- Participant Data Sheet
- Program Evaluation Questionnaire
  (youth and adult copies respectively)

Explain the purpose of filling out the evaluation forms as follows:

"You are receiving three evaluation forms to complete and hand in during Module 10. Your responses to these questions are confidential, and will be used for reporting purposes only.

"When you participate in an educational program such as this one, it is important to document your accomplishments. Completing these questionnaires will not only provide you with a sense of satisfaction about what you have learned, but the results will also be summarized and used to show the community, taxpayers, extension service and

future participants what has been done. You may notice that youth and adults are receiving different evaluation forms. The content of the questions is the same, with minor adjustments to the wording."

Participants can bring the completed evaluation forms to the Module 10 session, or they can mail the forms to the facilitator(s) prior to that session.

Celebration Activities

Work with participants to plan the celebration activities that will take place during the Module 10 meeting. Here are some suggestions:

- Invite key community leaders to hear what was learned and carried out through participation in the PARTNERS IN COMMUNITY LEADERSHIP program. The leaders that were a part of the luncheon might appreciate the additional contact.
- Invite the extension council/committee and community boards and share your response.
- Plan a special activity, such as:
  - Pizza Party
  - Picnic
  - Visit a special place within the town.
  - Ice Cream Sundaes
  - Put up a plaque showing group accomplishments.
- Write thank you notes to those who helped make the successes possible.
- Have each person share something they feel was successful.

The facilitator(s) might want to prepare recognition items for each participant as well (e.g., certificates, T-shirts, buttons).

Sample Cover Letter for Evaluation Questionnaire

Date: (Insert appropriate date)

To: PARTNERS IN COMMUNITY LEADERSHIP Participant

From: (Insert appropriate information)

RE: PARTNERS Evaluation Questionnaire

Now that you have completed the PARTNERS IN COMMUNITY LEADERSHIP program in your community, we would like to ask for your assistance. You have valuable thoughts and comments about the program that we would like to hear. Enclosed you will find a data sheet and an evaluation form developed to gather information about the program. The forms are used to:

1. Data Sheet—gather information about participants' backgrounds to assist in preparing a group description.

2. Evaluation form—gather comments about the program and the changes you have made as a result of the program.

Please fill out the evaluation forms as completely and honestly as possible. If something did not go well, we want to know about it. If you have an idea about how it could be made better, please share that on the form as well. The information you provide will be used to make improvements to the program, and to share accomplishments with sponsors and the community.

The answers you provide will be kept confidential. The forms have an identification number used for record keeping purposes only, so we can decide whether reminders need to be sent. Names will not be used in the tallying of results, nor will individuals be linked with a specific response.

Please return the completed forms at the Module 10 session.

Thank you for your help in evaluating the program.

Enclosures

Community Project Highlights

Directions: Briefly answer the following questions and bring your responses to the Module 10 meeting.

1. What was your community project?

2. What were the project goals?

3. When did you start the project?

   When did you complete the project?

4. How well did your action plan work as a method of completing the project? Explain?

5. What changes would you make if you were to work on a similar project in the future?

6. What was one highlight of working on this project?

Participant Data Sheet
Youth and Adult Participants

Directions: Please read the following questions and check those items that apply to you. This information will be used to prepare a group description of the program participants. All answers are confidential.

1. **Gender:**

   ____Male
   ____Female

2. **Your Age:**

   ____14 and under; ____15-19; ____20-29; ____30-39;
   ____40-49; ____50-59; ____60 or over

3. **Race:**

   ____White
   ____Black
   ____Native American
   ____Hispanic
   ____Asian/Pacific Islander
   ____Other:_____

4. **Community Size** where you live:
   (Select by population size.)

   A)____ Outside city limits
   B)____ Less than 1,499
   C)____ 1,500-4,999
   D)____ 5,000-9,999
   E)____ 10,000-24,999
   F)____ 25,000-49,999
   G)____ 50,000 or more

5. **Organizations you are involved with in addition to PARTNERS:**
   (More than one may be checked.)

   A)____ None
   B)____ 4-H
   C)____ School Group Sponsor (other than Vocational Groups)
   D)____ Religious Groups
   E)____ Community Groups (Scouts, Junior Achievement)
   F)____ Vocational Groups (e.g., FFA, FHA, DECA)
   G)____ Other:_____

Program Evaluation Questionnaire
Youth Participant

Purpose: To determine the results of the PARTNERS IN COMMUNITY LEADERSHIP program, changes needed, and the extent to which you gained new ideas, skills and abilities because of this program.

A. Group Meetings

Directions: This section pertains to the group meetings held during the program. Select the answer that indicates your opinion and circle the word that corresponds to your level of agreement. For example, if you would always agree with the statement, circle the word *always*.

		Never 1	Sometimes 2	Often 3	Usually 4	Always 5
1.	The meetings provided helpful information.	Never	Sometimes	Often	Usually	Always
2.	The meetings were interesting and fun to take part in.	Never	Sometimes	Often	Usually	Always
3.	Enough time was allowed to complete module work.	Never	Sometimes	Often	Usually	Always
4.	Community resources were used.	Never	Sometimes	Often	Usually	Always
5.	Community leaders (other than program participants) were willing to help.	Never	Sometimes	Often	Usually	Always
6.	A community project was identified.	Never	Sometimes	Often	Usually	Always
7.	The community project was completed.	Never	Sometimes	Often	Usually	Always
8.	Ideas of both youth and adults were respected and listened to.	Never	Sometimes	Often	Usually	Always
9.	The group worked well together.	Never	Sometimes	Often	Usually	Always
10.	Both youth and adults assumed leadership in the program.	Never	Sometimes	Often	Usually	Always
11.	The responsibilities for carrying out the program were shared by the whole group.	Never	Sometimes	Often	Usually	Always
12.	Decisions were made by the youth and adults together.	Never	Sometimes	Often	Usually	Always
13.	Conflicts that developed were resolved.	Never	Sometimes	Often	Usually	Always

B. Outcomes

Directions: This section pertains to the personal and community outcomes following the PARTNERS IN COMMUNITY LEADERSHIP program. Select the answer that indicates your opinion and circle the word that corresponds to your level of agreement.

		Strongly Disagree 1	Disagree 2	No Opinion 3	Agree 4	Strongly Agree 5
14.	I am more likely to ask adults for assistance now than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
15.	As a result of this program, I have better listening skills.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
16.	As a result of this program, I feel more comfortable sharing my thoughts with others.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
17.	I know more now about community leadership than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
18.	As a result of this program, I improved my leadership skills.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
19.	I know more now about the resources available in my community than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
20.	I know more now about how to identify decision-makers in my community.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
21.	I know more now about the community development process than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
22.	I feel more comfortable now about accepting responsibilities than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
23.	I am more aware of the benefits of living in rural areas than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
24.	I am more likely to remain in a rural area than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
25.	I am more likely to try new things and look for more ways to become involved in my community than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
26.	I would like this program to continue in my community.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
27.	The program affected the community in a positive way.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

C. Overall Program Evaluation

28. What two or three things were most important to you that made this program worth your time and effort? Please explain your answer.

29. When others ask you about the PARTNERS IN COMMUNITY LEADERSHIP program, what will you say?

30. Other comments you would like to share.

Thank you for completing this form. Your answers will remain confidential. All the responses will be tallied together to see how well the program is meeting the needs of the participants.

Program Evaluation Questionnaire
Adult Participant

Purpose: To determine the results of the PARTNERS IN COMMUNITY LEADERSHIP program, changes needed, and the extent to which you gained new ideas, skills and abilities because of this program.

A. Group Meetings

Directions: This section pertains to the group meetings held during the program. Select the answer that indicates your opinion and circle the word that corresponds to your level of agreement. For example, if you would always agree with the statement, circle the word *always*.

		Never 1	Sometimes 2	Often 3	Usually 4	Always 5
1.	The meetings provided helpful information.	Never	Sometimes	Often	Usually	Always
2.	The meetings were interesting and fun to take part in.	Never	Sometimes	Often	Usually	Always
3.	Enough time was allowed to complete module work.	Never	Sometimes	Often	Usually	Always
4.	Community resources were used.	Never	Sometimes	Often	Usually	Always
5.	Community leaders (other than program participants) were willing to help.	Never	Sometimes	Often	Usually	Always
6.	A community project was identified.	Never	Sometimes	Often	Usually	Always
7.	The community project was completed.	Never	Sometimes	Often	Usually	Always
8.	Ideas of both youth and adults were respected and listened to.	Never	Sometimes	Often	Usually	Always
9.	The group worked well together.	Never	Sometimes	Often	Usually	Always
10.	Both youth and adults assumed leadership in the program.	Never	Sometimes	Often	Usually	Always
11.	The responsibilities for carrying out the program were shared by the whole group.	Never	Sometimes	Often	Usually	Always
12.	Decisions were made by youth and adults together.	Never	Sometimes	Often	Usually	Always
13.	Conflicts that developed were resolved.	Never	Sometimes	Often	Usually	Always

B. Outcomes

Directions: This section pertains to the personal and community outcomes following the PARTNERS IN COMMUNITY LEADERSHIP program. Select the answer that indicates your opinion and circle the word that corresponds to your level of agreement.

		Strongly Disagree 1	Disagree 2	No Opinion 3	Agree 4	Strongly Agree 5
14.	I think youth are more willing to ask adults for assistance than before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
15.	I am more likely to listen to youth than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
16.	I am more likely to encourage leadership in youth than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
17.	As a result of this program, I improved my leadership skills.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
18.	I know more now about the resources available in my community than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
19.	I now see youth as more important resources in the community than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
20.	I know more about how to encourage youth in decision-making than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
21.	I am more likely to involve youth in decision-making than before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
22.	I feel more comfortable about working with youth as partners than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
23.	I know more about the community development process than I did before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
24.	I enjoyed being a part of the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
25.	I am more likely to support new ideas generated by youth than I was before the program.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
26.	I would like this program to continue in my community.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
27.	The program affected the community in a positive way.	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

C. Overall Program Evaluation

28. What two or three things were most important to you that made this program worth your time and effort? Please explain your answer.

29. When others ask you about the PARTNERS IN COMMUNITY LEADERSHIP program, what will you say?

30. Other comments you would like to share.

Thank you for completing this form. Your answers will remain confidential. All the responses will be tallied together to see how well the program is meeting the needs of the participants.

Summary Form

Module 9: Doing Our Community Project

Date: _____

Name of Facilitator(s): _____

After completing Module 9, reflect on the activities and participant interactions with one another and the community. Record your observations concerning the following:

1. What were the highlights of Module 9 and the experiential learning process (experience, reflection, application)?

2. During the activities, what changes did you observe in participants' knowledge, attitude and behavior?

Submit this form to local extension staff when completed.

* for facilitator(s) to complete

Module 10: The Lift Off

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- Celebration of Successes 252

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- Meeting the Challenge 255

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Module 10: The Lift Off

Agenda

Purpose: To review what was learned, evaluate and celebrate the accomplishments, and discuss future opportunities for the participants.

Objectives:

- Reflect on the community development process, the application to the community project and the youth-adult partnerships.
- Share success stories with the community.
- Celebrate the success of working together.
- Gain recognition for completing the program.
- Discuss future plans of the participants.

Time: 1 hour, plus extra time for celebration activities.

Preparation:

- Make meeting room arrangements.
- Become familiar with the agenda and activities for this session.
- Prepare one Trash and Treasure candy per person (wad wastepaper around a piece of wrapped candy).
- Photocopy the Community Project Highlights handout (p. 234), the Participant Data Sheet (p. 235) and the Program Evaluation Questionnaire (p. 237 and 241) in case some participants forget theirs.
- Photocopy the What Have We Accomplished (p. 253) and Meeting the Challenge (p. 255) handouts, one per participant.
- Obtain newsprint, masking tape and markers.
- Compile celebration materials and supplies.
- Locate and/or prepare recognition items for each participant (e.g., certificates, T-shirts, buttons).

Agenda:

Minutes	Activity
8	**Opening Activity: Trash and Treasure** Purpose: To separate the important data from the unimportant data.

2 **Session Overview**
Purpose: To review the purpose, objectives and agenda for Module 10. To collect the Community Project Highlight handouts, the Participant Data Sheets and the Program Evaluation Questionnaires.

10 **Community Project Highlights**
Purpose: To review the project, identify the successes and learn from the mistakes.

15 **Reflect on Accomplishments and Achievements**
Purpose: To reflect on what was accomplished (changes in attitude, knowledge and skills) as a result of participating in the program.

25 **Challenge Participants to Make a Difference**
Purpose: To discuss participant involvement in the community through existing organizations.

Varied **Celebration of Successes**
Purpose: To celebrate the completion of the project through an activity selected by the participants.

Module Follow-up:

- Summarize the information received from the Community Project Highlights handout and the Program Evaluation Questionnaires, and submit to local extension staff.

(Optional) Set a meeting for adult participants and extension staff to: 1) discuss future youth involvement within the existing community organization systems, 2) provide feedback to agents and procedures for feedback to youth.

Session Content

Opening Activity: Trash and Treasure

Purpose: To separate the important data from the unimportant data.

Procedure: Arrange the group in a circle (standing or sitting), and toss each participant a wadded up piece of paper with candy inside. Ask them:

"Many of you may feel this wadded up paper is not worth anything and should therefore be thrown away, but before you do, look deeper to see if their is a true purpose in it."

- Pause -

Each participant should unwrap the paper to reveal the piece of candy—the prize within. Conclude with:

"The candy hidden deep inside is actually a prize that you have searched for. This is the same type of activity we will do today as we dig through the unimportant information to find your thoughts about the project you just completed, and review the program you are finishing up today."

Session Overview

Purpose: To review the purpose, objectives and agenda for Module 10. To collect the Community Project Highlight handouts, the Participant Data Sheets and the Program Evaluation Questionnaires.

Share program purpose, objectives and session agenda with the group using an overhead projector with transparencies (provided with this module), or by writing them on a chalkboard or large piece of paper. At this time, collect the Community Project Highlights handouts, the Participant Data Sheets and the Program Evaluation Questionnaires. Have extra copies of these forms available in case some participants have forgotten theirs.

Community Project Highlights

Purpose: To review the project, identify the successes and learn from the mistakes.

Have each person share highlights (i.e., answers) from #6 of the Community Project Highlights handout from Module 9.

Reflect on Accomplishments and Achievements

Purpose: To reflect on what was accomplished (changes in attitude, knowledge and skills) as a result of participating in the program.

*"Now let's move on and think about the **entire** program."*

The facilitator(s) may wish to review what was done or how each module was completed. Distribute the What Have We Accomplished? handouts, allowing a few minutes for participants to complete the statements. Have participants divide into small groups of three or four to discuss their responses to the statements, and write their responses on newsprint or a chalkboard.

Display the lists and review them for similarities and differences. Some common responses will be identified, while other answers may vary because of the participants' different interests and experiences. Share these lists or prepare a summary of the responses and submit them to the local extension staff along with other evaluation results.

Challenge Participants to Make a Difference

Purpose: To discuss participant involvement in the community through existing organizations.

*"PARTNERS was planned as an educational program during which youth and adults learned about community development, developed leadership skills, and formed partnerships. The goal was **not** to set up a new organization. Rather, the expectation was that participants would look for other ways to use their abilities in the community."*

The facilitator(s) may either present the following prepared speech or develop their own version based on the group's specific goals and accomplishments.

The Challenge for the Future

"The PARTNERS IN COMMUNITY LEADERSHIP program has brought together several ideas—the youth-adult partnership, the focus on the community development process, applying what we've learned to a community project, and developing and improving our leadership skills.

"Youth and adults worked together as partners in this program. Both have strengths that they brought along with them. Young people shared their needs, concerns and interests as it affected their involvement in organizations and decisions made in the community. They shared their experiences of the ways in which they are impacted by decisions made by community decision makers. Young people also brought energy and enthusiasm to the program.

"The adults in the partnership brought experience, as well as their own interests, abilities and priorities. Adults served important roles, often just by being there for the young people to question, to learn from and to learn with. They also shared their knowledge about the community, its history and its resources.

"Adults and youth together brought uniqueness to the partnership. We recognize that they are not equal in the sense of being the same; rather they are treated with equality by one another.

"The community provided the focus. Community concerns and problems that affect youth became the target for action. As community citizens, the participants worked together on problem solving that contributed to the well-being of all.

*"When people are involved in the **public arena**—the issues of the community—they need to be held accountable. They are responsible for commitments they have made. Some of us may have had difficulty with setting goals or with follow-through because we didn't know how to start, or we didn't know how to transfer our skills from one situation to another. Adults often helped youth see the skills they had to offer and how to transfer their skills to new community situations.*

"We have all learned new information and new ways of thinking about situations and carrying out actions. We can all build on the connections we have established in this PARTNERS program. We can use our new knowledge and skills to team up with other people and groups to continue efforts to improve our communities.

"The challenge before us today is to set new goals. Perhaps one of these goals might be to explore ways to get involved with other organizations and community activities. Another goal might be to improve the ways we work within the organizations we already belong to.

"Sometimes it is essential to begin gradually. Young people may find themselves working with adults who do not yet recognize the value of youth as partners in community leadership. We know there are still groups where youth do not have much influence over decisions that affect them. Citizen leaders, whether adult or youth, are people who are concerned about the quality of life in their community.

"Through this program, we have learned that we can:

- *Identify things that we would like to change in our community, and help make that change.*
- *Learn how decisions are made in communities and how to have an impact on those decisions.*
- *Learn and use leadership skills.*
- *Make new friends by becoming part of a group composed of both youth and adults.*
- *Think about our future as it relates to this community.*
- *Have fun while learning and working.*

"Now it's time to move beyond this program into the broader community, where we can use our abilities to make a difference in our communities."

Distribute the Meeting the Challenge handout to youth to complete on their own.

Celebration of Successes

The celebration activities should have been identified and planned at an earlier date. At this time, present each participant with a certificate, T-shirt or other token that acknowledges their participation in the PARTNERS program. In conclusion, wish everyone well, thank them for becoming involved, and share any decisions that have been made about future programs.

What Have We Accomplished

Please complete the following reflection statements:

1. The most valuable or helpful part of the program was....

2. The topics new to me were....

3. The biggest problem I had was....

4. And I solved it by....

5. I can use this new information by....

Meeting the Challenge

What can you do now that the program is completed? How can you use your new knowledge and skills to make your community a better place? How can you personally become involved in citizen leadership? Now is a good time to think about what you like to do, what you do well, what you want to learn more about, and in which community activities you wish to be involved.

Check the skills that you can share with others. Add others that you have as well.

"I can..."

_____ Identify leaders and decision-makers in my community.

_____ Find out which issues are of concern to people in my community.

_____ Put together an action plan for a project.

_____ Work together with others, both youth and adults.

_____ Express myself in a group.

_____ Contribute to group discussion and decision making.

_____ Locate resources to carry out a community project.

_____ Recruit others to get involved in community activities.

Others:

_____ _____

_____ _____

_____ _____

Now, review your list and star those skills on which you most want to build. Think about putting these into action, for example:

"I would like to..."

_____ Become a candidate for class officer or student council.

_____ Become involved in leadership roles in youth organizations such as 4-H, FFA, FHA, Junior Achievement, religious youth groups, Scouts, Campfire, etc.

_____ Volunteer to be a youth representative on boards and committees of traditionally *adult* organizations such as religious organizations, service clubs, city council, school board, fair board, chamber of commerce, etc.

_____ Initiate discussions of community needs and develop a needs assessment process.

_____ Join the local fire department, Jaycees, Red Cross or other service organizations.

_____ Assist my local school with youth service programs.

_____ Become active in college student groups, organizations and activities.

_____ Serve as the youth co-facilitator or a resource person for another PARTNERS program.

_____ Recruit new participants for another PARTNERS program.

Others:

_____ _____

_____ _____

_____ _____

_____ _____

Locate the contact person for the organization or group you are interested in and share your desire to become involved. Then, develop your own plan of action and carry it out.

Module References

Carlson, Wayne. 1980. *4-H Club Leader's Handbook.* Agricultural Extension Service. University of Minnesota.

Clouse, James and Lee Cary. 1987. *Community Development: An FFA Rural Initiative—Student Manual.* Atlanta, GA: National FFA Foundation Inc.

Easterday, Wilda and Bruce McCarley. 1992. *Youth Community Leadership Pilot Program.* Kansas Cooperative Extension Service. Meade, Kansas.

Petersen, Randall S. 1991. *Seeing the Vision.* Minnesota Extension Service, University of Minnesota.

Parsons, Jerry. 1976. *Focus on Values, Incentives in 4-H Research and Development Project.* The Agricultural Extension Service, North Carolina State University.

Walker, Joyce and Theresa L. Coble. 1989. *I'll Take Charge.* St. Paul: Minnesota Extension Service.

Follow-Up

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Follow-Up

Documenting Program Impact

The appraisal of extension programs has often focused on the programs themselves, rather than on how people change as a result. The levels evaluated are restricted to inputs, activities, people involved and their reactions, which are the lowest levels in the Hierarchy of Extension Evaluation Criteria (Bennett 1984).

Public policy decision-makers and funding sources now require information at higher levels. Changes in knowledge, attitude, skill and aspiration (KASA), practice change and end results provide information needed about a program's impact on participants, their families and their communities.

Evaluation also helps us meet our accountability requirements—reporting, justifying and explaining the worth of a program to decision-makers and the community.

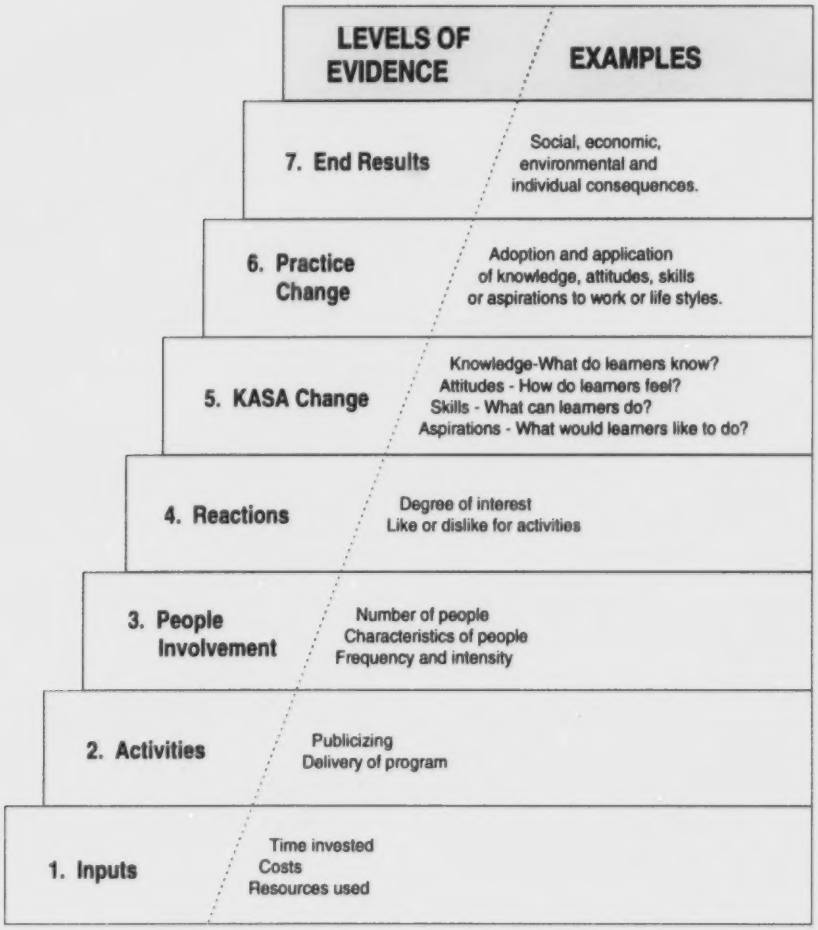
Direct Observation and Reflection Activity Results

Much valuable data about changes in attitudes and behavior can be easily acquired if the facilitator(s) keeps track of the results of program activities, reflection and applications (or other accomplishments) as the program progresses. It is helpful to write up a brief summary at the end of each session.

Many of the program activities will provide evidence of accomplishment. The reflection (and generalization) sections of each module give participants the opportunities to discuss and demonstrate the new things they have learned. Changes in practice or behavior will usually be evident throughout the course of the program.

Documenting activities through visual methods (e.g., photographs, slides, videotapes) provides results not always clearly indicated by written methods. Direct observation of program results

can be made when participants prepare a video or slide presentation of their views of the community and when they carry out a community project. Such visuals also serve as a good source of information for explaining and promoting the program to others.



Mortvedt 1992, adapted from Bennett.

Procedure for Evaluation Questionnaire Survey

The written evaluation surveys used in this program and distributed at the end of Module 9 address changes in KASA and practice changes. A youth survey and an adult survey have been designed to assist in obtaining evaluation data. Each centers on the role of the youth or adult in the program. They may be photocopied on different colored paper for easy identification. The content of each is similar (except for appropriate age group phrasing) if not

identical. It will be helpful to have the responses separated into youth and adult when compiling the results so you can compare the differences.

It is important to explain the purpose of the evaluation survey. This can be done in a cover letter attached to the front of each survey (a sample has been provided). A data sheet is important in gathering information about the respondent and should be included as well (a sample is also found in Module 9). The forms should be handed out during Module 9, the community project meeting. The surveys are to be completed and brought to the Module 10 session.

Prior to distributing the questionnaires, assign a number or code to each survey to identify the person completing it. Keep your system confidential, but use it to identify participants needing to complete the questionnaire. If some questionnaires are not returned in Module 10, make at least one follow-up attempt to obtain a completed survey. Additional copies of the evaluation forms may be needed so plan to have extras available.

Determine the extent to which the data will be analyzed. Frequencies of answers can be obtained by counting the number of times a response is given, or a statistical analysis can be done. For example, youth responses may be compared to those of adults. To simplify the procedure, computer programs can summarize and analyze the data. Contact state resource people for specific procedures in using computers to analyze evaluation data if necessary.

Share these success stories with the state extension contact person. Summaries will be provided to the North Central Regional Center for Rural Development and other interested people or groups.

Case Studies or Success Stories

A case study describing how former participants are using their new knowledge and skills in the community is a practical way to further document practice change and end results. Case studies provide in-depth information about experiences and characteristics of selected persons in a program. Evaluators can obtain valuable insights into the impact of the program by means of personal discussion and interaction with people who were involved, and also by direct observation of their actions.

Case studies often provide a greater understanding of the side effects of a program and its results. Absolute accuracy in recording is necessary. It is important for the evaluator to stick to objective facts without adding subjective opinions when writing up a case study.

Success stories provide a way to share program information and highlight ways in which people have changed as a result of participating in the program (Mortvedt 1992). Stories may cover an entire program (the series of educational experiences) or describe a special activity or result. Personal comments and quotations add a human interest perspective.

Share these success stories with the state extension contact person. Summaries will be provided to the North Central Regional Center for Rural Development and other interested people or groups.

Summarizing and Reporting Accomplishments

Accomplishments can be assessed through different evaluation methods, such as:

- Summarize the module summary forms.
- List actual accomplishments or practice changes of the participants (e.g., slide show, video, community project).
- Ask and answer *"What do the participants do differently as a result of the program?"*
- Compile one or two case studies or success stories, based upon observations of participants' behavior. (The observations could be made by either the extension staff, facilitator(s) or another experienced person in the community who is not directly involved in the program.)
- Summarize the evaluation questionnaires after the conclusion of the program to document outcomes (as described in Procedure for Evaluation Questionnaires).

The responses can be categorized in terms of the program objectives, although there is a great deal of overlap. For long-term accomplishment reports, consider the program benefits (listed in Section I) as the end result, noticing if the benefit becomes reality in the community. Extension staff might want to consult their state contact person or program evaluation specialist to identify any indicators needed by their staff.

References

Bennett, Claude. 1984. *Hierarchy of Extension Evaluation Criteria.* Washington, D.C.: United States Department of Agriculture.

Mortvedt, Marjorie. 1992. *Program Evaluation.* Cooperative Extension Service. Kansas State University.

Adult Participant Review Session

(This is a follow-up meeting with adults
after the completion of Module 10)

Agenda

Purpose: To encourage adult participants to continue their support of the PARTNERS program and to thank adults for their involvement as partners with youth in their community.

Suggestions for session agenda: (Select items to include in the review session and make the appropriate plans.)

- Readminister the Inventory of Adult Attitudes and Behavior that was used in the Adult Orientation and Training Session prior to the program modules (p. 39). Compare the composite scores to those on the inventory completed in the Adult Orientation and Training. Discuss differences and inferences. (This could be valuable information for program evaluation.)

- Discuss ways in which adults can support the youth in community leadership and decision-making roles. For example:
  - Inform and encourage groups and organizations to involve youth by *opening doors* for them.
  - Encourage youth to become actively involved in the community (e.g., community service organizations, economic development committees, city councils, religious boards and committees, student councils, Junior Achievement, 4-H, FHA, FFA).
  - Offer support and advice to youth as they become involved in situations in which they have not had prior experience.

- Obtain adult commitment to future involvement in the PARTNERS program and discuss possible roles within the program, such as:
  - Serve as facilitator.
  - Recruit other adults as participants.
  - Recruit youth as participants.
  - Be available as a resource person to:
    - Be a source of information for funds for a project.
    - Teach a specific leadership skill.
    - Be a contact for an organization or governmental unit.

- Inform the community of this program by sharing their experience with individuals and organizations.

- Bring closure to the program.

- Thank participants for their involvement and support. Remind them that it is for the benefit of the youth and the community that this program is available.

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Sample Plan of Work

Year: _____

PARTNERS IN COMMUNITY LEADERSHIP Program
County Extension Plan of Work

Content Area: (Select an area appropriate to your state)

Leadership and Volunteer Development
Community Development
Home Economics
4-H and Youth Development
Other

Days Planned: 20+ a year

Time Needed to Complete the Annual Objective: 9-12 months

Years Needed to Complete the Long-term Objective: 2+

Title: PARTNERS IN COMMUNITY LEADERSHIP in __(insert county name)__

Program Objectives:

Annual Objectives:

1. _____ (Number) of adults and youth (ages 15-18) will participate in youth/adult partnerships.
2. _____ (Number) of adults and youth (ages 15-18) will develop leadership skills, including articulating needs and interests, building teams, and other specific skills you wish to assess.
3. _____ (Number) of adults and youth will use the community development process to improve their communities.

Long-Term Objective: Youth will be retained in rural communities and the quality of life will be improved for both adults and youth.

Situation Statement:

Youth have an interest in, as well as a need to work with adults toward the improvement of their rural communities. Youth have special capabilities, perspectives and energies to share with adults in dealing with issues and decisions that affect them now and in the

future. Also, many youth are leaving their rural communities. (Add state or local data from the 1980 and 1990 census or other sources that indicate the number of youth moving to urban areas or to other states.)

If youth are to be encouraged to continue to live in or return to the rural area, they must have an understanding of their community and an understanding of being empowered to influence its future. These youth need orientation in community development and the decision making process to be able to work with adult decision-makers. Many adults lack the skills necessary to foster youth leadership competencies. These youth and adults require training in partnering skills in order to successfully meet their needs by sharing concerns and building from one another.

Plan of Action:

1. Extension staff will select a community(ies) based on citizen interest and need.
2. Staff will recruit youth and adults from the community(ies) to serve as program participants.
3. Staff will orient program participants using suggestions in the handbook.
4. Participants will carry out the PARTNERS IN COMMUNITY LEADERSHIP program as described in the modules.
5. Participants will complete program evaluations both during implementation and at the conclusion of the program.
6. Extension staff will analyze data from the evaluations and write up effective evaluation reports.

Evaluation:

Evaluation Level Planned:

Long-Range Objective Reached	X
Practice Change (Adoption)	X
Knowledge, Attitude, Skill and Aspiration Change	X
Clientele Reaction (Acceptance)	X
Clientele Involved	X
Teaching Activities Performed	X
Preliminary Activities	X

Evaluations will include the needs assessment as described under extension and community readiness sections of the handbook; staff and other resources involved in the program; publicity, legitimizing and recruiting efforts; numbers of youth and adults beginning and completing the program; reactions of the participants to the format, content and learning experiences; and KASA and practice changes. Evaluation surveys to assess KASA and practice changes will be conducted by questionnaire after completion of the program. Records, direct observation, and participant reflection and action throughout the program will be used to document other changes and accomplishments.

Youth Focus Group Outline

Agenda

In order for the PARTNERS IN COMMUNITY LEADERSHIP program to be successful, it is important for youth to accept responsibility and have some control over making their community a better place to live, and to work with adults to make this happen.

One way to determine if youth are interested in this program is to conduct a youth focus group. A focus group consists of five to 10 youth, ages 15 to 18, who are asked about their views for the community and their opinion about how they can best be involved in a community leadership program. More information about selecting youth and carrying out a focus group is found in the Program Preparation section.

This outline is provided to assist in conducting a youth focus group. It can be adapted for use with either a pre-existing group or a group of youth brought together just for this purpose.

Purpose: To identify the views of youth about the community and their interest in PARTNERS IN COMMUNITY LEADERSHIP.

Objectives:

- Share personal interest in community development.
- Identify needs and wants in a community development program for youth.

Time: 1 Hour

Preparation:

- Select a date and time for the focus group.
- Select a location for the focus group that will provide a quiet and uninterrupted atmosphere.
- Become familiar with the agenda, select discussion questions and prepare the ground rules poster or overhead transparency (p. 273).
- Select youth to form a group representing the diversity of the community (i.e. gender, race, age—15 to 18 years, economic circumstance and ethnic background).
- Arrange the room so the youth can sit in a circle, either on the floor, in chairs or around a table.

- Arrange for a tape recorder to tape the session. This will ensure that what was said is understood correctly and can be listened to again if necessary after the focus group is finished. It will also allow the leader to refrain from having to take notes and review them as the focus group progresses.
- Obtain newsprint or overhead, and markers.
- Obtain copies of the PARTNERS promotional brochure, at least one per youth, and a few extra if youth wish to take one for a friend.
- Be prepared to redirect the conversation if the group gets off the subject, and be prepared to re-ask questions that were not answered fully.
- Become familiar with the focus group "follow-up" responsibilities.

Agenda:

Minutes	Activity
5	**Welcome** Purpose: To build a warm atmosphere that will encourage involvement by everyone.
3	**Agenda Review/Introduction** Purpose: To review the objectives, ground rules and agenda for the focus group.
50	**Sharing Session** Purpose: To learn about insights youth have about their community and to identify their personal interest in the PARTNERS program.
2	**Closing** Purpose: To bring closure to the focus group, thank youth for participating, and to encourage their involvement in the PARTNERS program.

Follow-up:

Analyze the main ideas and thoughts from the recorded tape and write them down immediately after the session. Share the results with local extension staff. Ensure the information gathered from the session is used by incorporating the most important items into the PARTNERS program in some way. Follow-up with those focus group members who have expressed an interest in the PARTNERS program by informing them of the date, time and place of the Youth Recruitment Presentation and/or Module 1 session.

Session Content

Welcome

Purpose: To build a warm atmosphere that will encourage involvement by everyone.

Procedure: Greet each youth personally as they enter the room. Allow them to sit where they wish. Provide nametags if the youth do not know one another.

Agenda Review/Introduction

Purpose: To review the objectives, ground rules and agenda for the focus group.

Display the ground rules, either on a piece of poster board or on an overhead transparency. Share the following:

"Today I am going to ask each of you to share your thoughts about your community, and then I'm going to introduce a new extension program that involves youth in the community. But before we begin, let's set the ground rules for our group:

- *Everyone is encouraged to share their thoughts and ideas.*
- *There are no right or wrong answers because different points of view are important.*
- *Respect the opinions of others."*

Sharing Session

Purpose: To seek insights that youth have about their community and to identify their personal interest in the PARTNERS program.

Determine which approach and which set of questions to use during this session. There are three suggested alternative sets of questions. Use these or some combination of them.

Alternative No. 1:

"Let's begin by having each of you share examples of activities you do in an average month." (Some examples might be—go to school,

work at the grocery store, go to a religious service or activity, babysit, clean up the park, go to the movies, shop, help an elderly neighbor, etc.)

Write these activities on newsprint, an overhead or the chalkboard.

"Now let's identify the activities from this list that involve the community. That means those activities other than family, home or job."

Place a star or check by each activity that involves the community.

"How were youth involved in these activities?"

"Did youth make decisions about these activities or did someone else?"

"If youth were not involved in making decisions about how these activities should be planned and carried out, can you think of reasons why they were not?"

*"Were youth **assigned** some work or jobs to do for these activities?"*

"Would you have liked to have been in on the planning of these activities or at least have been more involved? If so, how?"

Alternative No. 2:

"How would you define the term 'community'?"

"In what ways are you active in your community?"

*"In what ways are you **involved** in making decisions that affect you and other people in your community?"*

*"In what ways are you excluded or **left out** of making decisions that affect you and others in your community? Why?"*

"How would you like to be more involved in the community?"

Alternative No. 3:

Start with the same questions as Alternative No. 1, but move into a role-playing setting where the youth can express their ideas through acting.

"Let's make a list of some activities that you do in an average month." (Some examples might be—go to school, work at a job, go to a religious service or activity, babysit, participate in a roadside trash pick-up activity, go to the movies, help an elderly neighbor, etc.)

Write these activities on newsprint, an overhead or the chalkboard.

"Now let's identify the activities from this list that involve the community. That means those activities other than family, home or your job."

"Let's select one of these community activities and role play for a few minutes."

Have the group select one of the activities that involves the community and act out how they might be involved by taking some responsibility, making decisions, working with adults in the community, etc. A couple of the youth could play adult roles and the rest would play themselves—how they would react in a situation like this. If the role playing is going slow, you might try these questions to keep it going:

"What concerns do you have about this activity?"

"What do you need to know to complete your part of the activity?"

"Who can you go to if you have questions?"

"What would you say to adults who might question that youth can be effective partners with them?"

Conclusion

After using any of the above alternatives to get youth's responses to their perceptions of how youth are currently involved in their community, ask these questions:

"To what extent do you think youth in the community are willing to become more involved in the community?"

"What types of activities are you most interested in?"

"What incentives would encourage youth to participate in a community program that involves them in making decisions that affect their well being?"

"What is the best way to inform youth about such a program?"

"When would a program of this kind fit into the youth' schedule (month, time of day, format)?"

"Name some of your friends who you think might be interested in the PARTNERS program."

Acknowledge each person as they answer and then summarize all responses before ending with:

"An extension program has been developed that involves youth in learning to take a more active role in the community. It's called PARTNERS IN COMMUNITY LEADERSHIP (or PARTNERS). It focuses on youth concerns about the community and then offers a way to meet their needs in taking on the responsibilities that come with involvement. It will show youth how to locate people in the community to help out and how to go about making a change.

"If you were to become involved in PARTNERS, what concerns or questions would you have?" Write responses on newsprint or on the overhead.

Some questions that need to be answered include:

- When and where to meet?
- Time of day that works best?
- Which youth would be interested?
- How would youth be selected?
- What can be done to encourage youth to become involved?

Closing

End the session by stating:

"A youth recruitment meeting will be held on __(date)__ at __(place)__." (If a youth recruitment meeting is not being planned, announce the date and time of the first session of the PARTNERS program.) *"Please come to learn more about PARTNERS and bring along a friend who might be interested."*

"Here are a few brochures about PARTNERS that you can review. It contains general information about the program and some responses by youth and adults who have been involved. It also gives a name and phone number to contact for more information.

"Thanks for coming today and sharing your views. I hope you will become involved as a partner. "

Dismiss the group.

Focus Group Ground Rules

- Everyone is encouraged to share their thoughts and ideas.
- There are no right or wrong answers because we are looking for different points of view.
- Respect the opinions of others.

Participant Responsibilities

Program participants refers to a group of 15 to 25 youth and adults working together as partners to plan and implement community projects while learning about each other and the community development and decision-making process.

Responsibilities:

- Understand the program.
- Become oriented to the partnership process.
- Complete the program, Modules 1 to 10.
- Seek resources and help from the community.
- Identify and conduct a community project.
- Evaluate program process and outcomes.
- Celebrate the success of learning.
- Commit 15+ hours plus time to complete community project.
- Work with the facilitator(s) and other group participants.

Desired Characteristics:

Of Youth:

- Open to new ideas.
- Willing to take risks.
- Respectful of others.
- Have a desire to be heard by adults.
- Willing to work with adults to form partnerships.
- Interested in their community and its development.

Of Adults:

- Accept youth as valuable resources.
- Relate well with others.
- Respect others.
- Be trustworthy and reliable.
- Be open to new ideas.
- Be willing to take risks.
- Be willing to share power and responsibilities.
- Demonstrate effective leadership skills.
- Show a sense of humor.
- Be sensitive to youth concerns and problems.
- Be knowledgeable about community decision-making and processes.
- Be willing to work as a mentor to youth participants (see Appendix L, p. 301).

The focus of PARTNERS is to enhance the quality of life in rural communities by:

- encouraging youth and adult partnerships,
- locating and utilizing community resources,
- building leadership skills in both youth and adults,
- creating a greater sense of connection between youth and the community, and
- encouraging adults to see youth as important members of the community.

For more information, contact:

Educational programs and materials of the North Central Regional Center for Rural Development are available without discrimination on the basis of race, color, sex, age, national origin, or disability.

Funding was provided in part by the North Central Regional Center for Rural development.

PARTNERS IN COMMUNITY LEADERSHIP

YOUTH AND ADULTS
WORKING TOGETHER
FOR BETTER COMMUNITIES

Youth and Adults Working Together for Better Communities

PARTNERS in COMMUNITY LEADERSHIP is:

- an extension program for rural communities
- an educational program
- fifteen hours of learning activities organized into 10 units
- an application of the community development process
- open to any youth, ages 15-18 and adult volunteers with the belief that youth and adults can successfully be partners.

***PARTNERS* is unique because it blends youth leadership, community development and the building of youth and adult partnerships into one program.**

What youth participants have to say about PARTNERS after completing the program–

"This program really changed my mind about what our community can be. I have hope that our town can be changed for the better with cooperation by youth and adults."

"I believe this is the beginning of a strong commitment which will last for longer than most other youth organizations started in the past."

"It was fun!"

What youth participants felt about their own learning experiences–

"I really enjoyed having the opportunity to participate in this leadership program. I really feel that this program will help me in my teen life as well as my adult life."

"I can use this for the rest of my life. When I get older, hopefully I can help youth like the adults have helped us. I can also apply this to my everyday life."

"I can use this to help myself realize the worth and value of my community and take advantage of all the things we do have instead of focusing on what we don't have because we are a small town."

What adult participants have to say about working with youth–

"Youth have ideas and skills that can be useful to the community. They have an intrest in what the community needs now and for future improvement."

"I have learned to respect their views and listen to their concerns."

"I learned never to underestimate the youth of today. They are the future."

PARTNERS IN COMMUNITY LEADERSHIP

Youth and Adults Working Together for Better Communities

The PARTNERS Program

PARTNERS is an extension educational program for rural communities involving the application of the community development process. The program consists of 15 plus hours of learning activities divided into 10 units.

PARTNERS is unique because it blends youth leadership, community development and the building of youth and adult partnerships into one program.

Objectives

The focus of PARTNERS is to enhance the quality of life in rural communities by:

- ★ Encouraging youth and adult partnerships.
- ★ Locating and using community resources.
- ★ Building leadership skills in both youth and adults.
- ★ Creating a greater sense of connection between youth and community.
- ★ Encouraging adults to see youth as important members of the community.

Participation

PARTNERS is open to:

- ★ Youth ages 15-18.
- ★ Adult volunteers with the belief that youth and adults can be successful partners.

Content

Program Modules

1: The Kick Off
2: Working Together
3: Getting to Know My Community
4: Looking at Our Community Today
5: Knowing Our Community Leaders
6: Examining Our Community's Future
7: Identifying Our Community Project
8: Launching Our Action Plan
9: Doing Our Community Project
10: The Lift Off

To order a copy of the PARTNERS IN COMMUNITY LEADERSHIP notebook, contact the:

NCRCRD
216 East Hall
Iowa State University
Ames, IA 50011
(515) 294-8321
(515) 294-2303

Funding for this program was provided in part by the North Central Regional Center for Rural Development. Educational programs and materials of the NCRCRD are available without discrimination on the basis of race, color, sex, national origin or handicap.

Youth Recruitment Presentation Outline

Agenda

Objectives:

- To stimulate interest in the PARTNERS IN COMMUNITY LEADERSHIP program.
- To share basic program content with possible youth participants.

Time: 15 Minutes

Preparation:

- Arrange to meet with the group, setting date, time and place.
- Become familiar with the agenda and activities for this session.
- Photocopy the brochure (p. 277), one per person.
- Purchase one bag of assorted mini-candy bars, place them loose into a bowl. (Make sure you have more candy bars than youth.)
- Put up the PARTNERS logo (p. 287) in the front of the meeting room either as a poster or on an overhead transparency.
- Make posters or transparencies (arrange to have an overhead projector for the transparencies if selected).

Session Content

Greet each person coming into the room and offer them a mini-candy bar from those in a basket or bowl. Look into the bowl of leftover candy bars and comment on what you see (e.g., certain kinds are gone, certain kinds are left). Then share this:

"As each of you entered the room today, you were offered a mini-candy bar. Each of you selected your favorites from those in the bowl. Some of you ate the candy bar right away, some of you saved it until later. Some of you ate quickly and some of you savored the flavor by taking your time. All of these points show how unique you are compared to everyone else. Everyone has some things in common, but how you look at things and deal with things are uniquely yours. This is the reason why PARTNERS IN COMMUNITY LEADERSHIP has been suggested for this community; giving you the opportunity to share your unique views with the adults in the community and to have a say about things that concern you."

Part 1: What is PARTNERS IN COMMUNITY LEADERSHIP?

Put up the Terms poster or overhead transparency and refer to this when reading the following:

"This program is a unique blend of three important topics:

- *Youth Leadership*
- *Community Development*
- *Partnerships between Youth and Adults*

"Youth leadership is helping you learn how to take on a more responsible role in the community to better meet the needs of people in the community.

"Community development is included so you will understand the process to be followed in making changes in the community.

"And the partnerships of youth and adults refers to the fact that you need to understand how to work with adults in the community, especially community leaders, so that the desired changes can take place. Adults also need to learn how to really listen to and work with youth.

"The combination of these three important topics is the PARTNERS IN COMMUNITY LEADERSHIP program, or PARTNERS."

Part 2: How the Program Works

Put up the PARTNERS poster or overhead transparency and refer to it as the words in all capital letters in this script are read.

"Youth have a unique way of looking at things. They also have a variety of interests and skills, as evident by the different selections made from the candy bars offered to you. Some prefer one type over another.

"In this program, youth with these unique interests, skills and energies form PARTNERSHIPS with adults who offer community experience. These adults will receive an orientation on ADULT ATTITUDES toward youth, encouraging them to view youth as important members of the community before the program even begins.

"Once the program is initiated, everyone will be treated with RESPECT, both youth and adults. All ideas and comments are important, especially while the youth and adult participants receive TRAINING in the program. The training is organized into 10 program modules and will focus on the NEEDS of community youth. Everything covered in the 10 modules will be applied in a community project selected by the group, to actually EXPERIENCE community development in action. At the conclusion of the program modules each participant will receive RECOGNITION in the community. The participants will also celebrate the completion of the program, part of which is the reflection on the SKILLS that were developed."

To conclude this session, hand out a copy of the program promotional brochure to each participant.

"Here is a brochure that explains the program. It includes comments by youth and adults that have participated in the program. PARTNERS is an extension program to be offered in this community. If you wish to learn more about it, a meeting is being planned for __(place)__, starting at __(time)__. I will remain after the meeting to talk with you more if you would like."

PARTNERS IN COMMUNITY LEADERSHIP means...

- Youth Leadership
- Community Development
- Youth and Adult Partnerships

How Does the Program Work?

P...partnerships are built between youth and adults.

A...adult attitudes established to support youth.

R...respect for everyone's ideas is encouraged.

T...training received in 10 modules.

N...needs of youth are the focus.

E...experience is gained in community development.

R...recognition and celebration takes place.

S...skills are developed.

PARTNERS IN COMMUNITY LEADERSHIP

Steering Committee Responsibilities

The steering committee is an optional group for PARTNERS IN COMMUNITY LEADERSHIP. It can serve to organize larger communities or multicommunity programs, assist in identifying a core group of community leaders, legitimize the program to the community, and provide or locate financial support.

The committee would consist of six to 12 community volunteers, youth and adult (preferably in equal numbers) who represent the community or communities in which the program is being conducted. The committee would meet as necessary to assist extension staff in initiating and managing the program.

Responsibilities:

- Develop community citizen support and participation in the program.
- Explain and justify the program to community leaders.
- Identify and recruit program participants.
- Locate and secure financial support to cover the expenses of initiating the program (i.e. meeting room rental, refreshments, printing, etc.).
- Emphasize the mission continually during the initiation of the program.
- Evaluate program process and outcomes.
- Publicize the program to other community groups.
- Commit 20+ hours to the program.

Desired Characteristics:

- Concerned about the future of the community in which they live, especially the future of youth growing up and living in the community.
- Concerned about the community(ies) in which the program will be conducted.
- Willing to work as a team that includes both youth and adults.
- Flexible and willing to make changes as needed throughout the program.

Steering Committee Coordinator(s) Responsibilities

The Steering Committee can be coordinated by one or two committee members, ideally both a youth and an adult. They guide the committee's work.

Responsibilities:

- Receive orientation from the extension educator for the role of coordinator(s).
- Understand the program and the partners concept.
- Oversee the completion of the steering committee responsibilities.
- Locate or serve as facilitator(s) of the program modules.
- Emphasize the mission of the program with the steering committee and participant group.
- Inform the extension educator of group progress and ask for assistance as needed.
- Commit 20+ hours over nine to 12 months to the program.

The partnership process is in itself an important part of PARTNERS IN COMMUNITY LEADERSHIP. As the objectives state, "youth and adults will form working partnerships." The term partnership refers to the joint interest or ownership of those involved. Within this role, youth and adults will work together in organizing, initiating, leading and implementing PARTNERS IN COMMUNITY LEADERSHIP. Each will treat the other with respect and consideration, and seek the other as a source of information.

Desired Characteristics:

- Concerned about the future of the community in which they live.
- Knowledgeable about the community(ies) in which the program is to be conducted.
- Willing to work with steering committee members to provide leadership and guidance to the program.
- Possess group process and leadership skills.

Facilitator Responsibilities

Facilitators with the PARTNERS IN COMMUNITY LEADERSHIP program refers to volunteers from the community who teach, lead and guide the participants as they become involved in the PARTNERS program. This includes using the skills and knowledge learned in the program to help make decisions that affect them in their community. The role may be shared between two people; ideally one youth and one adult from the community. Complete information about facilitator responsibilities is found in the section Facilitator Orientation (p. 66).

Responsibilities:

- Understand the PARTNERS IN COMMUNITY LEADERSHIP program.
- Emphasize the program's mission and philosophy throughout the program.
- Learn and use the experiential learning process.
- Become familiar with the program modules.
- Learn about and follow appropriate facilitating techniques.
- Complete the module summary forms to record evaluation data.
- Commit 20+ hours to the program.
- Communicate current participant and program activities to the local extension staff.

Desired Characteristics:

- Considerate and respectful of others.
- Possess group process and leadership skills.
- Has good organizational skills.
- Is flexible and adaptable to change.
- Knowledgeable about community resources.
- Able to work with both youth and adults.

Sample Press Release Article

Contact Information:
(Insert extension contact person and phone number)

FOR IMMEDIATE RELEASE

PARTNERS IN COMMUNITY LEADERSHIP
is the Name of a New Program.

The _____ County Cooperative Extension Service is looking for youth and adults who are interested in working together to make their community a better place to live. The program, PARTNERS IN COMMUNITY LEADERSHIP, involves the participants in learning about their community, community decision making and community leadership. They then select a community project to apply what they have learned.

"The strength of the program is youth and adults working together," says _____, County _____ Staff. "Youth seldom have a voice in community affairs and adults may not realize that youth have important thoughts about and contributions to make to their communities. The PARTNERS program deals with these ideas. Youth are provided time to share their concerns and adults learn how to really work with them in the process of community decision making."

The program is organized into 10 modules and involves about 20 hours of program time. The PARTNERS program will begin ___(insert county information here)___. If interested, contact _____ or _____ at _____ for more information about the program.

-END-

Sample News Release Article

Contact Information:
(Insert extension contact person and phone number)

FOR IMMEDIATE RELEASE

PARTNERS IN COMMUNITY LEADERSHIP
Program Begins

PARTNERS IN COMMUNITY LEADERSHIP was off to a great start on __(date)__ when __(number of)__ program participants attended the first session, The Kick Off.

Steps were taken to build a partnership between youth and adults in community decision making. The activities emphasized that differences among program participants can actually add strength to the group. The adults and youth involved in the program are: __(List participants names alphabetically. It is not recommended to separate youth and adults because the module worked to break down that separation.)__.

The next session, Working Together, is scheduled for _____ at _____, and will focus on youth and adults seeing things from the others point of view. Additional sessions will build toward a community project.

PARTNERS IN COMMUNITY LEADERSHIP is being coordinated by _____, County Extension and partially funded by the _____ County Cooperative Extension Service.

-END-

Overview of the Program Modules

Module 1: The Kick Off

Purpose: To understand the basic concepts of the PARTNERS program and to feel at ease in working with one another.
Objectives:

- Become better acquainted with one another.
- Better understand the PARTNERS program.
- Commit to being a group participant.

Module 2: Working Together

Purpose: To build a partnership between youth and adults as they prepare to work together in the process of community leadership development.
Objectives:

- Become better acquainted with one another.
- Understand and start to apply the youth and adult partnership planning process.
- Establish some *ground rules* for working together.

Module 3: Getting to Know My Community

Purpose: To understand the local community and how people link with their community.
Objectives:

- Identify the different parts of their community.
- Identify how they interact with their community.

Module 4: Looking at Our Community Today

Purpose: To gain a broader perspective of the local community.
Objectives:

- Determine how they view the local community.
- Identify the many aspects of the local community through the "eyes of the camera."
- Gain a broader perspective of the community through others.

Module 5: Knowing Our Community Leaders

Purpose: To enable program participants to get to know their community leaders and the importance of community decision making.

Objectives:

- Interact with local community leaders.
- Gain insight into community decision making.

Module 6: Examining Our Community's Future

Purpose: To provide an opportunity for participants to think about the future of their community and what is important to them. Participants should feel they have a stake in the future of the community.

Objectives:

- Consider their hopes and fears for the community.
- Create a vision for the community's future.

Module 7: Identifying Our Community Project

Purpose: To select a project that is achievable within the time available and that will address an important need for the future of the community.

Objectives:

- Gain a working understanding of the community development process.
- Identify group needs.
- Identify a community project.

Module 8: Launching Our Action Plan

Purpose: To learn to develop a plan of action and identify resources to implement the plan.

Objectives:

- Develop an action plan.
- Identify needed resources in the community.
- Work as a team when implementing the action plan.

Module 9: Doing Our Community Project

Purpose: To conduct a community project using the knowledge and skills gained from the PARTNERS program.

Objectives:

- Carry out the action plan developed in Module 8.
- Complete a program evaluation questionnaire.

Module 10: The Lift Off

Purpose: To review what was learned, evaluate and celebrate the accomplishments, and discuss future opportunities for the participants.

Objectives:

- Reflect on the community development process, the application to the community project and the youth-adult partnerships.
- Share success stories with the community.
- Celebrate the success of working together.
- Gain recognition for completing the program.
- Discuss future plans of the participants.

Mentor Guide

A mentor is an advisor or coach. A mentor is someone who offers advice, suggestions and understanding, as well as support and encouragement. In this program, adult participants may serve a mentor role for one or more youth participants.

During the course of the program, partnerships will develop between youth and these adults. These partnerships may involve several youth who may seek out the same adult for assistance. Or the group may decide to purposely match adults with youth in a mentoring role. If not, these partnerships will probably occur informally over the course of the program and will be encouraged by the facilitator(s).

Responsibilities:

- Show genuine acceptance of youth.
- Listen to youth and offer assistance when asked.
- Devote necessary time and energy to the needs of youth.
- Work *with* youth rather than doing things *for* or *to* youth.
- Empower youth to develop and implement their skills in community development, leadership and decision-making.
- Remain a mentor for the duration of the program.
- Assist youth participants in completing Modules 1 through 10 and the assigned community activities.

Desired Characteristics:

- Respectful of others
- Trustworthy and reliable
- Genuine concern for others
- Creative
- Positive attitude
- Flexible
- Committed

Communicating With Youth:

Communication is very important when working with any group, but the key to *effective* communication is listening. In this program, the emphasis is on youth being heard by adults. As a

mentor, listening to the views of youth is vital to providing helpful feedback and assistance. The secret of being a good listener is to want to hear what the other is saying.

Thirteen positive listening skills are listed below. Reading them may be insightful, but it is the actual implementation of the skills that promotes successful listening (FCL 1990).

1. Stop Talking: One can't listen when talking at the same time.

2. Listen to One Conversation at a Time: You may *hear* two people at the same time, but only one conversation can be effectively *listened* to at a time.

3. Don't Interrupt the Speaker: Give the person time to say what he or she has to say and then ask the questions for clarity.

4. Ask Questions: When you don't understand, ask—but avoid cross-examination questions.

5. Concentrate on What the Person is Saying: Maintain eye contact and actively focus your attention on the words, the ideas and the feelings conveyed. Notice non-verbal messages.

6. Don't Jump to Conclusions or Argue Mentally: When you do this, you are tuning out what the speaker is saying and feeling, and concentrating on your thoughts and feelings. Get back on track by mentally looping back to what is being said.

7. Avoid Distractions: Concentrate on the speaker and what he or she is saying. Try to block out all distractions.

8. Get the Main Points: Listen for the main purpose of the conversation and ignore the "fill" information.

9. Listen to What is NOT Being Said: Sometimes you can learn just as much by determining what the other person leaves out or avoids as much as what he or she actually says.

10. Listen to HOW Something is Said: By concentrating on *what* is being said, the emotional reactions and attitudes are sometimes missed.

11. Don't Assume Things: People use words differently and words can mean many things. At times, the skill is to understand what is *meant*, not what is actually said.

12. Evaluate the Facts and Evidence, Not the Speaker: Identify the significant facts and evidence and do not allow your personal reactions to the speaker to influence your interpretation of what was said. The ideas and facts may be good even if you do not like the person.

13. Share the Responsibility for Communication: It takes a speaker AND a listener for communication to take place. For *effective* communication to take place, both the speaker and the listener must understand the importance of their part of the process.

Key Definitions

As Used in the PARTNERS Program

Citizen Leadership: A process by which a person seeks opportunities to improve the community by being willing to take chances, try new things, assume risks and initiate action.

Community Development: The process by which individual citizens with common interests, concerns and location come together to solve their mutual problems.

Community Project: A project identified by program participants that meets a need in the community. This project is carried out as part of the PARTNERS program.

Community Vision: A view of the future of the community that builds on the present and looks to the future.

Decision Making Process: A process by which a concern or need is identified, alternative solutions are evaluated, one alternative is selected, a plan is developed and implemented to meet that need, and an on-going evaluation is carried out.

Empowerment: Taking charge of and accepting responsibility for the important things in one's life.

Experiential Learning: "Learning by doing" by experiencing an event or activity, reflecting (or generalizing) about what was experienced, and applying (or using) the learned behavior in a new situation.

Facilitator(s): Volunteer(s) from the community (youth and/or adult) who teach, lead and guide the participants as they become involved in the PARTNERS program. This includes using the skill and knowledge learned in the program to help make decisions that affect them in their community.

Key Decision Makers: Influential people in the community who are responsible for making decisions that affect people within the community. They may be in formal or informal positions of leadership (e.g., city officials, county commissioners).

Mentor: A person who serves as an advisor or coach to another person by offering advice, suggestions and understanding, as well as support and encouragement.

Module(s): Educational units in which the facilitator(s) guides participants in the PARTNERS IN COMMUNITY LEADERSHIP program. There are 10 modules in the PARTNERS program.

Participants (Participant Group): A group of 15 to 25 people, composed of youth and adults working together as partners to plan and implement community projects while learning about the community development and decision-making processes.

Partnership(s): The positive relationship establisned between youth and adults during the PARTNERS IN COMMUNITY LEADERSHIP program, in which adults do things *with* youth rather than *for* youth or *to* youth.

Private Arena: The area in which private lives are carried out, involving family members and friends to establish close relationships.

Public Arena: The area outside of our private lives (our immediate family and friends) where we interact with people we may not know well to solve shared problems.

Youth Focus Group: A group of youth brought together to identify their interests and share their views about their community and to provide a recommendation on implementing the PARTNERS program.

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